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School Killers Speak: A Comprehensive Examination of Perpetrators, Events, and Characteristics of K-12 School Violence in America

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SCHOOL KILLERS SPEAK



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Events, and Characteristics of K-12 School
Violence in America

GORDON ARTHUR CREWS




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DEDICATIONS

As with everything I have done, I dedicate this work to the love and support of my family.

To my mother, Joyce A. Crews, who instilled in me her hard work ethic and unbelievable strength; my son, Garrison A. Crews, who inherited all the bad traits of me and my father, and my daughter, Samantha L. Crews, who is much meaner than she appears! And finally to my wife, Sara K. Green, who I love with all I am! I love you all with all I am and will always be there for you.

Finally, I would like to dedicate this work to my father, Gordon Allen Crews, who passed away during its completion. I learned so much from you about human nature and criminal behavior. Unfortunately, I see much of what you learned in 35 years of police work more and more every day. I love you and miss you; the world is not the same with you gone.

G. A. C.



PREFACE

In the summer of 1987, at the age of 22, I was a field training officer and bloodhound handler at the Richland County Sheriff's Department in Columbia, South Carolina. I had followed in the footsteps of both my parents who were also police officers at the time. My father was a homicide investigator at the City of Columbia Police Department and my mother was a sergeant at the Richland County Sheriff's Department. While both tried their best to deter me from choosing this line of work, they were both extremely proud that I had.

During that summer there had been a rash of break-ins in a small neighborhood off Polo Road (North East Columbia) which was hidden from the road by a thick pine forest. There were never any tire tracks from the "crime scenes" and only items which could be carried by hand were ever taken. Given the terrain of this location and these facts, I knew it was only a matter of time before a "tracker" was called to follow an exit trail.

One night a woman had come home to find her back door kicked in and her new VCR gone (we used those in 1987). The only evidence was a muddy size 11 tennis shoe print on the back door with matching prints throughout the house and heading down a path toward the woods. Being on call, me and my assigned bloodhound, "Red," were dispatched to see if we could follow this trail to catch the "bad guy" and hopefully stop the break-ins in the area. We were able to pick up a scent and headed into the dark woods.

As we followed the scent of our "burglar" in the pitch blackness of night with only my bouncing flashlight for help, we happened upon what appeared to be an abandoned house. There were no doors or windows and the steps to the front door were rotten and falling off the porch. But, as fate would have it, the thief had apparently gone through the house in that Red was determined that he and I would as well. Even when you don't want to go somewhere, if you have a 120-pound determined bloodhound pulling on that harness, you are going to follow no matter what danger may lie ahead. Every time we entered some dark place chasing who knows what, I always remembered being told by the other "trackers" that my bloodhound's badge number was S20, while mine was S377. This meant that "ole' Red" had been with the department much longer than I and, in turn, was therefore much more valuable.

As we entered this house I found that our areas of focus were no longer the same. While I was trying to not fall through the floors, his was to see how fast he could move from room to room; neither of us too concerned over what might be lurking in the dark. As we entered the last bedroom, things were completely different. The room's floors had been repaired, windows replaced, and doors reattached. Even the walls and ceiling were painted and in good condition.

On the walls were some of the most elaborate paintings I had ever seen. A huge figure of *Satan* filled most of one wall with his hand reaching out toward another wall. His hand was reaching into the womb of a naked woman whose unborn fetus was painted with great detail. It was being pulled out by this figure of Satan. There were altars with candles and bowls at various points in the room and the floor had a 13-foot in diameter inverted pentagram painted in the center. While I wanted to stay and examine this room more closely, Red was not impressed and pulled me toward the nearby trailer park (consisting of three trailers) where we would find our 16-year-old male culprit. We ran right up to his trailer door and Red picked up one of the muddy size 11 tennis shoes on the front porch to make sure that I saw he was

right.

As I placed this 16-year-old under arrest, I saw a small group of other juveniles gather across the parking area watching and talking among each other. As more officers arrived, this group quickly disappeared.

The next day I grabbed my camera and headed back to that house to get some pictures of what I had found and to explore it more. I was unable to do this in that my entrance back through the woods was blocked by two firetrucks and a police car. Apparently, after we all left the scene the night before, someone had gone to that abandoned house, poured kerosene everywhere, and set it on fire—it was completely destroyed.

After a few months keeping up with the arson investigator in regard to this fire, it was finally discovered what had occurred. Apparently the 16-year-old I had arrested was the “leader” of a small group of younger neighborhood kids who he was teaching to “worship Satan” as he did and join his “cult” of sorts. The abandoned house was their meeting place where they held their “rituals.” When the group saw their “leader” being arrested that night they assumed that it was due to his involvement with their group. He had instructed them that if he was ever arrested to “destroy all evidence” of their activities and burn the house. I was able to talk with two of the “members” later who told me that when the group saw the flashing blue lights and heard the cowbell and bellowing of the bloodhound they assumed they had been “discovered.” They also felt that their ritual site had been desecrated by me and Red, so it had to be “cleansed” through fire.

At that very moment I decided that my academic focus (I was in graduate school part-time while working as a cop to pay for it) would be juvenile delinquency and violence. Given the time period (1980s), juvenile involvement in the Occult and Satanic belief systems was a very hot topic. This small group of kids had no money, no parental supervision, no guidance, and no real hope for the future. They followed the only thing that showed interest in them and offered a family of sorts and care and concern—a 16-year-old high school drop-out who had a very significant drug habit which he supported through various burglaries. As my early efforts at research evolved, I naturally added to my interests’ school violence and disturbance, ultimately writing my dissertation on the subject as well as my first two books.

I have always remembered how much I learned about the complexities of juvenile behavior through those brief talks in a police interrogation room with those kids. By simply letting them talk I gained an appreciation for how lucky I was to have two loving parents who were always there no matter what. While they gave me all they had, the most precious gift was their love and support. These kids had none of that and it showed.

The purpose of this book is to examine the perpetrators of acts of school violence in K–12 schools in the United States. It is hoped that this examination will offer new and unique insight into the extremely complex issues surrounding juvenile violence in general and school violence in particular. There have been myriad works categorizing, theorizing, and profiling the causes of these types of events and the offenders who commit them. The problem is that very few have actually sought answers where they lie, from those who actually know why an event happened—the *individuals who committed the act*.

With this work, I have sought to do just that, speak directly to those who can offer us the best information on *why some individuals decide to commit an act of violence at a K–12 American school*.

Since 2012, I have been interviewing, exchanging correspondence, and visiting face to face, with approximately 42 currently incarcerated men and women who

committed their acts of violence in a K–12 school building, school bus, or school property. As discussed later in this book, my original sample was 78 individuals with 36 of that number participating in a survey which will also be discussed. In addition to the 36 who participated, another 6 have continued speaking with me and decided to contribute more in-depth to this work over the last three years. At all hours of the night, my cell phone often has messages left on it such as, “You are receiving this call from an inmate at XXXXXXXX prison, press 1 if you are willing to accept the charges.” I have never purchased so many postage stamps in my life and am actually friends on *Facebook* with *JPay.com* (the Web site where one can send money to incarcerated offenders across the United States). I will probably be indicted for some type of fraud being on so many “inmate visitor lists” in so many states!

To start us off, I asked some of those I have been speaking with to send me a comment or two that they would like others to read and understand about school violence as they begin reading this book. I chose four comments to use in this preface, one from each of the four types of school violence perpetrators discussed throughout this book. Their comments are below.

Comments from a *Traditional School Violence Perpetrator* who, at age 15, entered his high school’s main hallway and fatally shot his principal with a .22 caliber revolver:

I’m XXX XXXX inmate #XXXXXXX. I was the one behind the XXXXXXXX, XX XXXX shooting in XXX County, XXXXXX. I write this for a few reasons, one to let people know how messed up the system is, and two how fragile and misunderstood the juvenile brain is. Us juveniles tend to hide what truly is serious in order to protect what we perceive to be serious. For example, I hid the fact that I was sexually assaulted by my victim for two years prior to shooting him. But I told no one of this till I was 18, because in my small idiotic juvenile brain I thought no one would believe me, or that it would prove what everyone thought about me, that I was homosexual. But what clammed me up even more was, what would my then girlfriend think. If I couldn’t protect myself then how was I to protect her. See that is how messed up the juvenile brain is, I should never have been worried about that, because I was facing life in prison, but instead of telling the truth I lied and was given life with the possibility for parole in XXXX.

I couldn’t fully digest how serious either situation was, be it what happened to me or what I did to XXXX. I knew I was in trouble but I couldn’t understand to what extent. I couldn’t even grasp what LIFE in prison meant. I was wrong to handle the situation the way that I did, because of my reckless actions a human life was lost and a family torn apart. Only when I got older was I able to understand what I had really done, though the result was not my intention. It taught me that things don’t always go as planned and that you should look at all the possibilities of what can happen. My only intent was to scare those who had emotionally hurt me for so many years, and to take XXXX’s manhood as he had taken mine, then to die by the cop’s hand. I never intended to kill any one. I had NO right to do what I did not matter how justified I believed I was.

I didn’t think about the emotional impact I was inflicting upon everyone, from the school to XXXX’s wife, kids, and family let alone the community as a whole. So I am

at fault for my actions and should be held accountable for them. When it comes to the system handling juveniles they need better regulations on how to handle juveniles of ALL ages. Like a positive nurturing environment to make the juvenile feel secure where he can speak without being automatically judged by my acts. If I had been in a safe place and asked if I had been assaulted, and if so that it wasn't my fault or shame then I would have opened up. They also need to learn to work with juveniles who have had or have drug additions. Because all these things play a factor in the chemistry of the juveniles brain. They also need to have the juvenile explain his rights the way he understands them back to the detectives so they are all on the same wave length. For example I was asked if I wanted a lawyer, I responded "I don't have money for a lawyer" so they reread that right to me and asked again, and I responded the same.

I'm indicating that I want a lawyer, without saying I want a lawyer. The detectives done know I have a 2nd grade math level or a 3rd grade reading level, and can't properly phrase my sentences. I was also very submissive and easily intimidated. Juveniles can't and shouldn't be tried as adults because they are neither physically nor mentally an adult, and their empathy and ability to feel for others is at a low, so when they are placed on trial and don't cry like expected they are viewed as monsters or heartless humans that can be disposed of. What the public fails to realize is that the frontal cortex of the brain which helps control emotions such as empathy isn't even fully developed till the ages of 21–26. Come that with drugs and physical abuse it takes even longer because it retards the growth of it. I didn't feel empathy or regret for the citizen or my actions till I was in my 20s. At that time I felt bad knew what I had done was bad, but was unable to show it till my 20s.

Comments from a *Gang-Related School Violence Perpetrator* who, at age 18, was involved in the shooting death of a 16-year-old gang rival in a school parking lot with three other men:

As a youth, I was a resident of XXXXXXXX. I grew up in a Southside neighborhood—XXXXX. I witness a lot of violence. And from my vantage point, the majority of the violent school incidents escalated from smaller incidents in our communities! Therefore, to elaborate on our communities and my experiences, I noticed how easy it was to be in the wrong place at the wrong time. On XXXX XX, XXXX, I was shot in the neck while inbounding a pass playing basketball; after my recovery I vowed to myself I would leave the streets alone. Growing up in my neighborhood criminal activity was everywhere. It was hardly avoidable. Even a causal walk to the grocery store or to church was suspect to an episode. My community seemed to contain only minds of ignorance so I always thought that life style was the only way of living.

Selling drugs, shootings, robberies, and other menacing tactics are the realities of young males in order to keep bills paid and food on their table. I ask this, can you imagine being young again, sitting in a classroom and witnessing a fellow student you've seen selling drugs on the streets dressed in the best of clothes pull out wads of cash?

Jealousy, curiosity, and temptation are overwhelming. Adolescent desires can be gratified nearly instantaneously by giving into the calling of the streets. Satisfaction can be found quicker than hailing a jitney (cab). This section is how I was trapped by the streets at the tender age of 14. For young males, the combination of the worldly materialistic desires and the adjusting to testosterone can be lethal. Aggression that is pent up from incidents from the streets spills over in schools and classrooms. Outbursts can be ignited by most from a minute occurrence such as a misinterpreted gaze or look, wrong choice of words, ego, reputation, or an image misled for.

Comments from an **Associated School Violence Perpetrator** who, at the age 18, crashed through the security gate of his former high school, stepped out of his vehicle, set off several smoke bombs, and then proceeded to open gunfire toward the school shattering many windows in front of the school cafeteria injuring several students:

As a child, I was always socially awkward. I was overweight, wore glasses, and bullied by a friend of mine. I grew up with some friends but was often the proverbial "loner." I also do suffer from mental illness.

Because of bullying and my sensitivity to it, I became depressed. My father could sometimes be abusive and very strict to my family and I. I disliked being treated that way as anyone would. As a young child I liked violent movies and some violent video games. I had a strong interest in firearms and became desensitized to violent content. I later joined the military and basic training enforced and reinforced my feelings of low self-worth. Memoires of the past created in me more depression and suicidal thoughts.

As my depression increased, my thoughts became more erratic. I began to drown my frustration in work and violent content. Violent content can be a factor in these cases. Not all who view violence decide to commit a violent act but you do become desensitized after viewing it for so long. Individuals who take medicine for mental illness or who have had suicidal thoughts need to be watched because suicidal thoughts can later become homicidal as well. Those who have suicidal thoughts can extend them to include other people.

I was obsessed with violent shootings and believe that I was call to do one myself. I regret what happened with all my heart. When you have mental illness, you tend to act more compulsively and react differently than those who do not have it. You think all is well. Almost every day this happens. We are becoming more and more desensitized to extreme violence due to movies, television, video games, and prevalence of violence extremism. My choices were not the choices of a rational man.

Comments from a **Non-Associated School Violence Perpetrator** who, at the age of 55, attacked 11 kindergarteners, two teachers and the principal of an elementary school with a machete. He later stated that the attack was because he was angry about his divorce and allegations he had molested his stepdaughters:

Regarding school safety—I have no interest in the subject. I am 67, 55 when I got my wee bit o’revenge—therefore—most of these topics are not applicable to me—sorry! I was prepared for my act in that I stopped twice in XXXXX and XXXX to sharpen my machete on my way to that school! I also hope to be remembered in XXXX County forever! No mental illness here—just bored and one of the angriest persons on earth!! Anger and hatred really causes severe miserableness for those who experience those 2 emotions. Drugs/Meds/ Alcohol—ain’t solve it—you must get revenge—or commit suicide—to escape the TORMENT. Either/Both would be a “Blessing”!

I could think of no better way to begin this examination of school violence and those who commit it then with these initial remarks from those I have “worked with” for over three years. Please read between the lines of what I write and what they say. There are many lessons in here for all of us to remember. I hope that the readers of this work will take away with them a great deal of “food for thought” and the desire to do what they can to help reduce this type of violence in our country.

G. A. C., Huntington, WV, St. Patrick’s Day, 2015



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The author would like to acknowledge and offer the most sincere appreciation to people without whom this book would not be possible.

First and foremost, a huge acknowledgment goes to Ms. Paige Ann Heinrich. While working as a research assistant for *The Veritas Group, LLC*, she developed the final database and completed all data entry of the information used in this work. She was also responsible for crunching the numbers used for analysis in this work. She came into the project at a time that I really needed her help. She was always there and a great partner in fighting against the many obstacles which were thrown in my way in three years of attempting to bring this work to life. As she moves on in her life, I wish her all the luck in the world and hope to continue researching, writing, and working with her in the future!

I would also like to acknowledge Ms. Kayla Riddleberger who worked diligently as an outside editor for this work! The format turned out fantastic and it is because of her.

I must acknowledge the incarcerated school violence perpetrators involved in this work. A special thank you goes out to the 36 who agreed to be surveyed, the 28 who agreed to interviews, and the additional 6 who contributed other pieces to this work. I remain in contact with many of these men and women and we have plans for more projects in the near future.

We always have people who help behind the scenes with any work of this type.

Fourth, a huge thank you goes to my administrative assistant Ms. Linda Good who has been a godsend in my life at Tiffin University. She is gravely underappreciated, but I want to send her a huge thank you for all of her help!

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INTRODUCTION

“These children that come at you with knives, they are your children, you taught them. I didn’t teach them. . . . I am whatever you make me, but what you want is a fiend; you want a sadistic fiend, because that is what you are.”

—Charles Manson, at the Tate-LaBianca murder trial in November 20, 1970

The above partial quote is from a statement made by Charles Manson (The Manson Family) at his murder and conspiracy trial in November of 1970 in Los Angeles, California, when asked if he wished to testify before the jury in his case. While he had already turned his trial and that of his codefendants into a media circus event, some believe that he was also trying to make some points for his “accusers” to consider. The “Helter Skelter” murders came at a time in American history where there was a great deal of upheaval and unrest in society. This was especially true in the lives of many young people.

This time period also resulted in massive conflict between the government, law enforcement, parents, teachers, and young people. This conflict resulted in a great deal of people wondering, “What has gone wrong with our youth and why are they acting this way?”

Unfortunately, the answer often came to people as being the sole fault of outside influences such “sex, drugs, and rock and roll.” The issues of depression, socioeconomic conditions, home lives, negative parental influences, maltreatment, and abuse of young people very seldom were considered. This resulted in many seeking scapegoats for the problems they were facing, albeit many that they had themselves created. It could be argued that Manson was trying to offer this idea to those in the courtroom that day. A person such as he was not required for youth to act out and become violent, all they needed was existing society and their parent’s negative influence and mistreatment to move in that direction.

It is hoped with this work that those in positions to make changes in policies that impact, and even control, the lives of young people in the K–12 schools across the United States will look beyond the old beliefs and stereotypes. Instead of seeking scapegoats, seek commonsense strategies which take into consideration potential impact on all factions of a school - students, teachers, staff, and administrators.

BACKGROUND RESEARCH

This book resulted as part of a comprehensive and ongoing research project investigating the causes of K–12 school violence and disturbance in America. Between 2008 and 2012, all publicly available lists and news reports were scoured to obtain a population of names of perpetrators who committed violence on kindergarten to 12th-grade school property or at a school function since the 1700s (approximately 500-plus incidents initially identified).

Then the deceased, released, un-adjudicated, and otherwise un-locatable individuals were eliminated from the sample (decreasing cases to approximately 120 incidents). Finally,

state correctional systems were extensively searched to determine the number of these offenders who were still alive, incarcerated, and able to be contacted.

This resulted in a list of 78 school violence incidents and offenders who committed their acts of violence in 33 states across the United States between 1979 and 2011.

PORTRAITS AND TYPOLOGIES

Next, descriptive data from publicly available secondary sources (e.g., court transcripts, news reports, journal articles, etc.) related to the resulting 78 identified incarcerated perpetrators of school violence (mostly *school shooters*) were gathered. This was conducted to analyze their acts of school violence and the aftermaths of their acts to develop a comprehensive portrait of K–12 school violence in the United States. It was also to provide this profile through separation by “type” of school violence perpetrator for a more in-depth analysis. From extensive review of the cases, surveys, and interviews, four (4) types of offenders were identified:

Traditional School Violence Perpetrators (42 of the 78 offenders in this sample);

Gang-related School Violence Perpetrators (24 of the 78 offenders in this sample);

Associated School Violence Perpetrators (7 of the 78 offenders in this sample);

Non-associated School Violence Perpetrators (5 of the 78 offenders in this sample).

Traditional school violence perpetrators are defined as those who were current students and essentially “striking back” at the students and school which they attended at the time of the violent act. *Gang-related* school violence perpetrators are defined as those who were identified (self and law enforcement identification) as involved in the gang lifestyle and committed their acts as part of such lifestyle on school grounds or at school functions.

In contrast, *associated* or *non-associated* school violence perpetrators are identified as offenders who were generally older and targeted a school of which they may (*associated*) or may not have (*non-associated*) any past or current involvement. These are either past students who returned to their former school to commit a violent act or targeted a school in which they had no association, but targeted it for other reasons (e.g., as a symbol of innocence or revenge against society as a whole).

FROM THE MOUTHS OF THE PERPETRATORS

Finally, a secondary part of the overall research project focused on the results of a 200-question scenario-based survey, entitled, “School Violence Prevention Questionnaire,” distributed in early 2013 to the 78 identified incarcerated school violence perpetrators who committed acts of violence across the United States between 1979 and 2011. This survey questionnaire was developed in late 2012 with assistance from Dr. Angela W. Crews of the *Themis Center for Justice Policy, Practice, and Research* (Huntington, West Virginia). Dr. Crews also established the initial structure of the planned database for this research in the fall of 2012. The database was restructured by Ms. Paige Heinrich in 2013 under the auspices of *The Veritas Group, LLC* (Huntington, West Virginia). This group also collected all surveys, entered all data, and analyzed all results.

It was determined early that a *projective technique* was the survey method to be

used given the research population (i.e., incarcerated individuals, many facing the appellate process and/or denying their guilt). It was determined that this would be the most effective way to help the respondents' *unconscious speak*, without directly commenting on their own criminal cases or culpability. Often, respondents are assumed to hold things back in order to protect their *self-image or potential culpability* in a research situation. When investigated by means of a projective technique, focus is moved away from the respondent and "projected" at hypothetical others or situations and scenarios. Therefore, respondents are supposed to *open up* to the survey purpose and actually reveal more about themselves than if asked directly. This is very often the case when conducting research about the criminal behavior of an individual. The "Prevention of School Violence Questionnaire" was constructed and administered in this fashion.

With this questionnaire, respondents were asked to put themselves *in the shoes of* John/Jane, a person similar to themselves at the time they committed their acts of violence and to answer questions about John's/Jane's thoughts, feelings, and experiences at four different time periods: (1) *prior to deciding to commit violence*; (2) *after the decision to commit violence and during the planning phase*; (3) *during the act of violence*; and (4) *immediately after the act of violence*. For each part of the survey, respondents were asked if this hypothetical person agreed or disagreed with a statement provided. The level of agreement with the statement posed was rated 0 to 4 with the following options for response:

John/Jane is *definitely not* thinking, feeling, or experiencing this.

John/Jane is *probably not* thinking, feeling, or experiencing this.

I am *not sure* whether John/Jane is thinking, feeling, or experiencing this.

John/Jane is *probably* thinking, feeling, or experiencing this.

John/Jane is *definitely* thinking, feeling, or experiencing this.

All 78 offenders received a survey with 36 of them agreeing to participate in this research and responding with their completed survey. This resulted in following final sample for survey responses:

Traditional School Violence Perpetrators (18 of the 36 offenders in this sample);

Gang-related School Violence Perpetrators (13 of the 36 offenders in this sample);

Associated School Violence Perpetrators (4 of the 36 offenders in this sample);

Non-associated School Violence Perpetrators (1 of the 36 offenders in this sample).

EXAMINATION OF TYPES OF OFFENDERS

The chapters in each part present information which offers an overview percentage of all perpetrators who fall into a particular category/ response/finding. As for the survey responses, responses of "probably thinking, feeling, or experiencing this" and "definitely thinking, feeling, or experiencing this" were combined and only used in the calculations. The information also divides the findings as they pertain to the four (4) different types of school violence perpetrators (i.e., *traditional*, *gang-related*, *associated*, and *non-associated* School Violence Perpetrators).

THE BOOK

The book is divided into three (3) parts consisting of sixteen (16) chapters. Each chapter compares and contrasts the findings as they relate to the four (4) different types of school violence perpetrators.

Part One: Characteristics of the Locations, Perpetrators, Acts, and Schools

Chapter 1: Location and Time of Events of School Violence Incidents

This chapter examines the location and time of events of school violence incidents based on a detailed examination of 78 events. In addition to state and region of occurrence for these events, the type of developed area (i.e., urban, rural, or suburban) is examined. The dates of these events are examined from their month and year of occurrence to their day of week. The time of events are also explored as to their time of school day occurrence.

Chapter 2: The School Environment

The school environment is examined in this chapter as it pertains to the type and level of school and whether it was a private or public institution. The chapter also offers a comparison of the student and teacher populations of schools experiencing different types of school violence.

Chapter 3: The School Violence Event

The focus of this chapter is exploring details about the school violence event itself. Primarily, the examining of reasons for a particular school to be chosen and whether the perpetrator informed others of their plans. There is also an extensive review of the planning process and target selection for a school violence event.

Chapter 4: Who Is the Perpetrator?

Chapter 4 offers an overview of the characteristics of the school violence perpetrators involved in the 78 examined incidents. Details of demographic information and personal lives are the focus.

Chapter 5: Perpetrator's Traits and Issues

The aim of this chapter is to offer a detailed overview of the school violence perpetrator's traits and issues. Mental and physical health issues are examined as well as the home and family life of perpetrators. The personal relationships and drug and alcohol abuse are explored as is the possible influence of violent media on the actions of offenders.

Chapter 6: Characteristics of Weapons Used and Injuries Incurred

This chapter provides a detailed examination of the source, availability, and types of weapons used

in school violence events. An overview of the injuries and deaths associated with these types of offenses are reviewed as well.

Chapter 7: Charges, Trials, Pleas, Convictions, and Sentences

The final chapter in part one explores the courts, charges, and types of trials which resulted from the violent incident. The chapter also offers an overview of the typical pleas entered, convictions occurring, and the sentences given to these types of offenders.

Part Two: From the Mouths of School Violence Offenders

Chapter 8: Before the Decision to Commit Violence

Chapter 8 begins the second and most unique part of this book. Utilizing the findings of surveys, writing, and interviews, the thoughts, feelings, and experiences of offenders *before* the actual act are examined. Views of self and the offender's feelings and emotions prior to planning a school violence incident are explored. The chapter also offers information on the offenders abuse received and family situation at this stage of a violent event.

Chapter 9: Planning the Violence

This chapter examines the thoughts, feelings, and experiences of an offender during the planning phase of their school violence act. The chapter offers an overview of the concerns the offenders had about their personal safety, their plans, and any second thoughts they may have had at this time in a violent act.

Chapter 10: During the Violence

The thoughts, feelings, and experiences of offenders as an act is *being committed* are examined in this chapter. Their thoughts about death and negative feelings during the act are discussed. Whether they felt in control and what they were worried about is the focus of this chapter.

Chapter 11: The Aftermath

The final chapter in this part examines the offenders' thoughts, feelings, and experiences *after* the act. Topics such as who they blame for their behavior and feelings about the results of their act are explored. Views of self and thoughts of their future are also presented.

Part Three: Findings, Analysis, and Recommendations

Chapter 12: Traditional School Violence Perpetrators

The final chapters of this book focus on the findings, analysis, and recommendations when it comes to the four types of identified offenders. Chapter 12 deals with these findings as it comes to the *traditional* school violence perpetrators.

Chapter 13: Gang-Related School Violence Perpetrators

Chapter 13 examines the findings as they pertain to *gang-related* school violence offenders. Analysis of these findings and recommendations are made as they pertain to this type of school violence perpetrator.

Chapter 14: Associated School Violence Perpetrators

This chapter deals with the findings as it relates to *associated* school violence perpetrators. Analysis of these findings and recommendations are made as they pertain to this type of school violence perpetrator.

Chapter 15: Non-Associated School Violence Perpetrators

The final chapter of this book deals with *non-associated* school violence perpetrators and the findings as they relate to this type of offender. Analysis of these findings and recommendations are made as they pertain to this type of school violence perpetrator.

Chapter 16: Epilogue: Question: Has it always been like this? Answer: Yes, sort of . . .

The epilogue is a final in-depth analysis of all documented school violence incidents from 1700 to 2015. They are examined by typology, decade, and arrest rates.

LIMITATIONS

Conducting any type of research when it comes to school violence and disturbance is extremely difficult and whose findings can be misleading sometimes at best. There are many reasons for this:

- No system for recording and enumerating individual acts of crime existed until 1933, when the Federal Bureau of Investigation's *Uniform Crime Report* was developed.
- Many forms of individual aggression, such as juvenile misbehavior, were not a matter of great public concern and attention until 1960s.
- Throughout history, even definitions of what constituted school disturbance have varied.
- Reporting procedures have varied, and continue to vary, among school districts.
- Not until the 1970s did many school districts keep comprehensive data on student criminality on their campuses.
- Local school administrators have historically played down their problems to give the impression that they controlled their school situation completely.
- Most early information on school disturbance and problems is primarily anecdotal or simply not available.
- Even the very definition of "school" has changed over time.
- Most researchers involved in this type of research only use and depend on the data and information gained from others and never do their own field research.

The potential limitation for this particular study is that various conclusions are drawn

from a small sample of respondents. Seventy-eight incidents examined out of over 500 events, and 36 survey respondents out of 78 identified offenders. There could also be concerns over the timespan of 1979 to 2011 (i.e., no “recent” cases examined).

It is argued that these limitations are minimized due to several factors. First is the fact that as of mid-2016, no other study has surveyed or interviewed as many perpetrators or examined as many events. The Federal Bureau of Investigations’ Threat Assessment Team (O’Toole 1999) did not interview any actual perpetrators directly and only examined case studies of 14 schools where shootings had occurred following the Columbine High School shooting (Colorado) as the foundation for their extensively utilized report entitled, *The School Shooter: A Threat Assessment Perspective*.

This limitation is also minimized given the extensiveness of the survey instrument (involving 365 variables) and other face-to-face interviews and mailing contacts. As for the dates of events examined, incarcerated offenders are not generally a population which desires to discuss their past actions except to plead their innocence. This is very much the case for those who are involved in current types of appeals and post-conviction relief hearings. Due to these facts and ethical considerations, the most recent incarcerated individual whom it was felt was at a point to discuss these issues was incarcerated for acts committed in late 2011.

One

CHARACTERISTICS OF THE LOCATIONS, PERPETRATORS, ACTS, AND SCHOOLS

The following chapters examine the characteristics of school violence as it relates to the locations of events, types of perpetrators, types of acts, and schools in which it occurred. The total population of events and offenders examined was 78 incidents which occurred between 1979 and 2011. Each of the findings is represented through the following four types of school violence perpetrators (the number and percentage by type of offender is also represented):

Traditional School Violence Perpetrators (42 of the 78 offenders in this sample);

Gang-related School Violence Perpetrators (24 of the 78 offenders in this sample);

Associated School Violence Perpetrators (7 of the 78 offenders in this sample);

Non-associated School Violence Perpetrators (5 of the 78 offenders in this sample).

This analysis resulted in the revelation of unique information pertaining to the location and time of events, details about the school violence event, and information on who the perpetrator was. Detailed findings on the school environment, perpetrator's traits and issues, and characteristics of weapons used and injuries incurred are presented. Finally, information on the resulting criminal charges, trials, pleas, convictions, and sentences are examined.

LOCATION AND TIME OF EVENTS OF SCHOOL VIOLENCE INCIDENTS

IN THEIR OWN WORDS

In Response to the Sandy Hook Elementary School Shooting on December 14, 2012

I think he chose the school because it was familiar to him, he went to school there so maybe something happened then. His mom was working at the school so it was a place that was always on his mind cause she would come home and talk about it. Maybe because of his Asperger's syndrome he felt that his mother payed more attention to the kids at the school and that made him very angry with her and the kids and adults at the school and he thought he had to do something about it. It is very hard to put myself in his shoes, I've been raised that the children are the future and that they should be protected from evil like that. I also think he may have thought that it may have been an easy target because of its location and the fact that he was a little familiar with the school, people most of the time will pick a place their most comfortable at so that when they start to do such a thing like that they don't get spooked and change their mind and have to pick a new target without having to plan anything out ahead of time. When I would do a robbery or when I was going to kill myself it was always at a place that I would go all the time.

—WM/17/2007 (brought a gun to school and held a class hostage for four hours)

I have no idea what the Newtown shooting was about. I'm about as far removed from the facts on the ground as anyone can get. And even those that have access to some of those facts (i.e., the media) can't get it right. Aren't they the ones who reported Lanza's mother was a teacher at the school? People in this world, and the media particularly, have not learned that if you don't know what's going on, say nothing. Otherwise you create an air of confusion which later is hard to undo. This act may not have been so much one of anger towards his mother or those teachers and children. It is more likely his act was left as a burden for others to carry. That is, for perhaps his father, his brother, the "town"; or whatever person/entity (and it could be more than one . . . a confluence of motivations) that in his mind had wronged him, or neglected him, or failed him, or spurred him, or whatever. I, quite

rationally, want to do something drastic and sacrificial which will bring even one of them back. I can feel hopeless about my future because when I think about this recent tragedy I don't ever want to me a parole. So how could anyone else? And if I don't have a chance to live in a community and have a family, then what hope do I have?

—WM/14/1986 (failing a class, tried to kill the teacher, but shot and killed her substitute and injured a vice principal and two other students)

Personal Comments to Author about School Violence

John might be a former student. John may have a fascination with death. John talks a lot about death. John may have an interest in tragedies such as school shootings or true crime stories. John spends a lot of time in his room, in isolation. John may feel remorse and talk a lot about a past event(s). John believes he is a follower. John may feel that others will hopefully understand. Majority of the time John thinks about this, like it's the only thing to live for, the violent plans he has. John may desire help in his plan. John may feel like he has to tell someone. Hopes to kill as many as he can. Hopes to kill before he is stopped or killed. Wants to be quick in his plan. Worried he might be stopped. John may think of how many he hurt or killed. He may feel relief that it is over. John may feel confused that he is still alive, or disappointed/frustrated.

—HM/18/2006 (crashed through security shack at the entrance to the student parking lot, stepped out of this van, set off three smoke bombs and then proceeded with gunfire toward the school, after killing father at family home)

INTRODUCTION

This chapter examines the characteristics of school violence perpetrators, their acts, and the schools in which they committed their violence. Descriptive data (165 variables) from publicly available secondary sources (e.g., news reports, journal articles, court transcripts, and case studies) were collected for 78 identified, currently incarcerated perpetrators and their events. In addition, demographics, state-level variables, characteristics of events, victims, prosecution, weapons, family, school, peers, and the like were also collected. This chapter, and chapters 2 through 7, was developed from the analysis of this data.

LOCATION OF EVENTS

The following is an overview of the time and location of school violence events which occurred between 1979 and 2011 in K–12 schools in the United States. These findings are derived from an in-depth examination of 78 incidents of various types of school violence.

Location of Events (State of Occurrence)

In order to clearly represent the location of a large number of events, the findings are presented by regions of the United States as designated by the U.S. Census Bureau. The following offers information on the states included in the nine (9) regions:

New England (4)	Middle Atlantic (7)	East North Central (12)	West North Central (6)	South Atlantic (16)
Connecticut (0) Maine (1) Massachusetts (2) New Hampshire (0) Rhode Island (0) Vermont (1)	New Jersey (0) New York (2) Pennsylvania (5)	Indiana (3) Illinois (5) Michigan (1) Ohio (1) Wisconsin (2)	Iowa (1) Nebraska (0) Kansas (0) North Dakota (0) Minnesota (1) South Dakota (0) Missouri (4)	Delaware (0) District of Columbia (0) Florida (9) Georgia (2) Maryland (3) North Carolina (1) South Carolina (0) Virginia (1) West Virginia (0)
East South Central (11)	West South Central (4)	Mountain (4)	Pacific (14)	
Alabama (1) Kentucky (3) Mississippi (1) Tennessee (6)	Arkansas (1) Louisiana (2) Oklahoma (0) Texas (1)	Arizona (1) Colorado (1) Idaho (0) New Mexico (0) Montana (1) Utah (0) Nevada (1) Wyoming (0)	Alaska (1) California (10) Hawaii (0) Oregon (1) Washington (2)	(*) number of incidents used in study

Table 1.1. Incidents by U.S. Census Bureau Regions

Overall, the South Atlantic states (i.e., Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, and West Virginia) experienced the greatest percentage (21%) of school violence incidents. This may be misleading in that it is also the region of the country which encompasses the largest number of states as well. In contrast though, the region with the smallest percentage (4%) of events was the Mountain Region (i.e., Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming), which also consists of many states.

The region with the greatest percentage (25%) of *traditional* school violence perpetrators is East South Central (i.e., Alabama, Kentucky, Mississippi, and Tennessee). The region with the smallest (2%) was the Middle Atlantic Region (i.e., New Jersey, New York, and Pennsylvania), but again, this is the region with the least number of states. *Gang-related* school violence was found to be almost tied (29% versus 24%) between the East North Central (i.e., Indiana, Illinois, Michigan, Ohio, and Wisconsin) and South Atlantic regions. This type of school violence was the lowest (0%) in New England (i.e., Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont) and East South Central regions.

The greatest percentage (28%) of *associated* school violence perpetrators was found in the Middle Atlantic region. In contrast, the region with the highest percentage (80%) of *non-associated* school violence perpetrators was found in the Pacific region (i.e., Alaska, California, Hawaii, Oregon, and Washington). The lowest (0%) for *associated* school violence perpetrators were the East South Central, West South Central (i.e., Arkansas, Louisiana, Oklahoma, Texas), and Mountain regions.

Location of Events (Type of Developed Area)

The following is another brief overview of the location of the school violence events. This is how the events relate to type of developed environment. Interesting trends reveal themselves when comparing the type of offender to the type of environment.

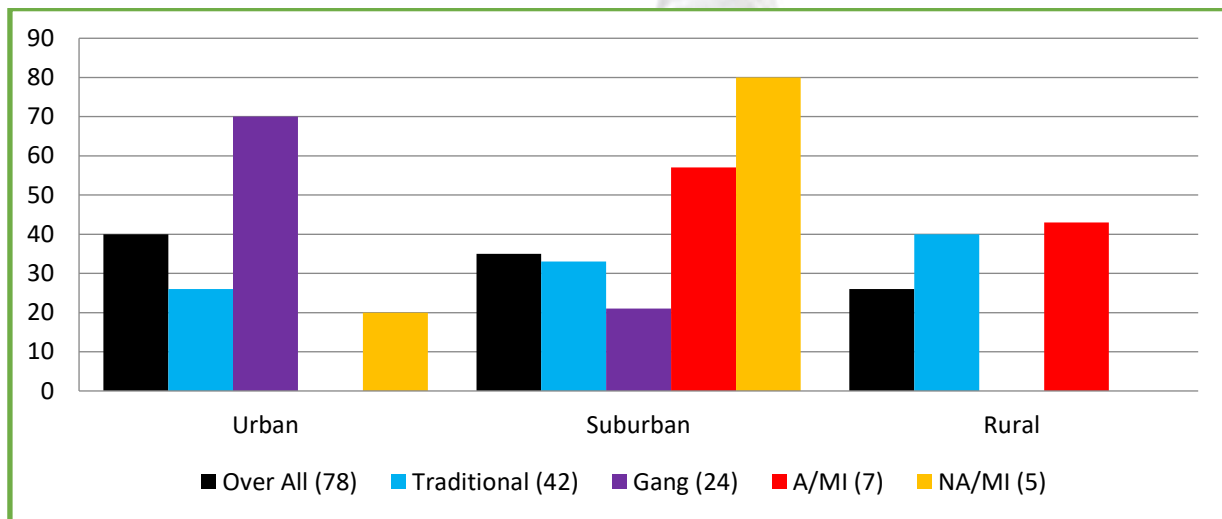


Chart 1.1. Type of Developed Environment

When examining school violence incidents overall it appears that approximately 40% of incidents occur in urban areas. This percentage is driven up by the large percent (70%) of *gang-related* school violence incidents occurring in larger urban centers. Acts committed by *traditional* school violence perpetrators were found to occur most often in rural areas (40%), but the other acts were almost evenly distributed between urban (26%) and suburban (33%). While *gang-related* school violence was essentially non-existent (0%) in rural areas, it made up 70% of the types of school violence in urban areas.

The majority of *associated* school violence perpetrators (57%) and *non-associated* school violence perpetrators (80%) related events occurred in suburban areas. In contrast, it seems that *associated* school violence perpetrators were also likely (43%) to strike in rural areas, but not urban areas. While *non-associated* school violence perpetrators were also likely (20%) to strike in urban areas, but not in rural areas.

DATE OF EVENTS

A number of interesting trends emerge when examining the date of school violence events. This is extremely true when comparing the four types of school violence perpetrators. Below the dates of the school violence events used in this study are explored and compared by year, month, and day of week.

Date of Incident (Year)

The year of incident of events is examined in the chart 1.2. The trends reveal the ebb and flow levels of juvenile-related crime during these same decades.

Overall, the mid-1990s (21%) and mid-2000s (20%) had the greatest number of

school violence incidents. This finding coincides with the amount of juvenile violence being experienced in the United States as a whole. The early and mid-1990s saw some of the highest rates of juvenile violence ever experienced. This was especially true when it came to *gang-related* violence. The mid-to-late 2000s saw a staggering number of school shootings across the country.

As stated previously, 50% of the *traditional* school violence perpetrators in this study committed their acts between 2006 and 2011. The second greatest occurrence for these types of offenders was, again, in the mid-to-late 1990s (31%). *Gang-related* school violence perpetrators were almost evenly distributed from 1991 to 2001 (14%) where they then increased to 29%.

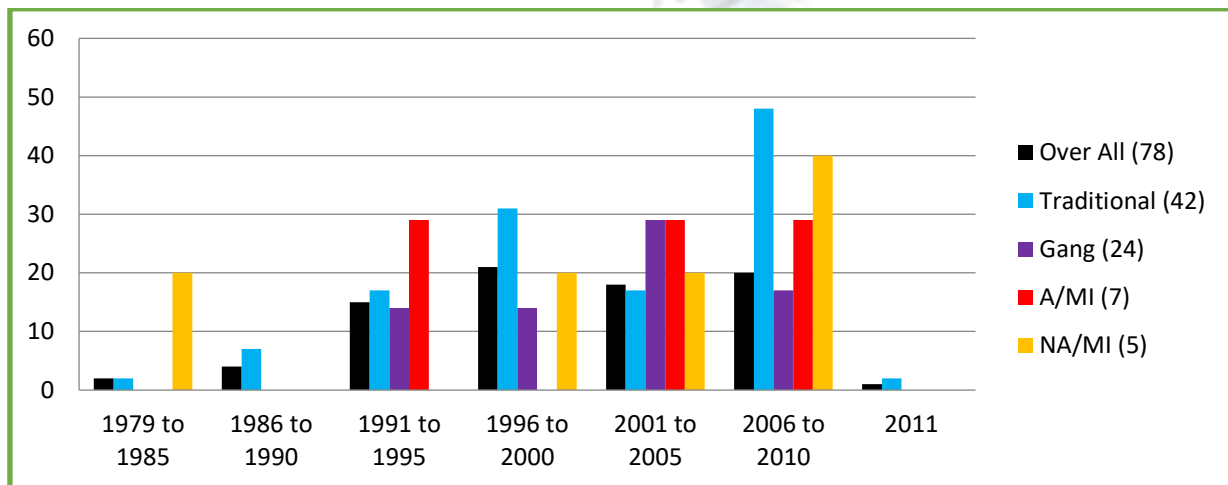


Chart 1.2. Year of Incident

Almost half (40%) of the *associated* school violence perpetrators committed their act between 2006 and 2010. The *non-associated* school violence perpetrators follow this trend with 60% of these events occurring between 2001 and 2010.

Date of Incident (Month)

The differences between the four types of school violence perpetrators become very apparent when examining the month of their violent act. The events are broken down by each month of occurrence with special focus on the *traditional* school terms.

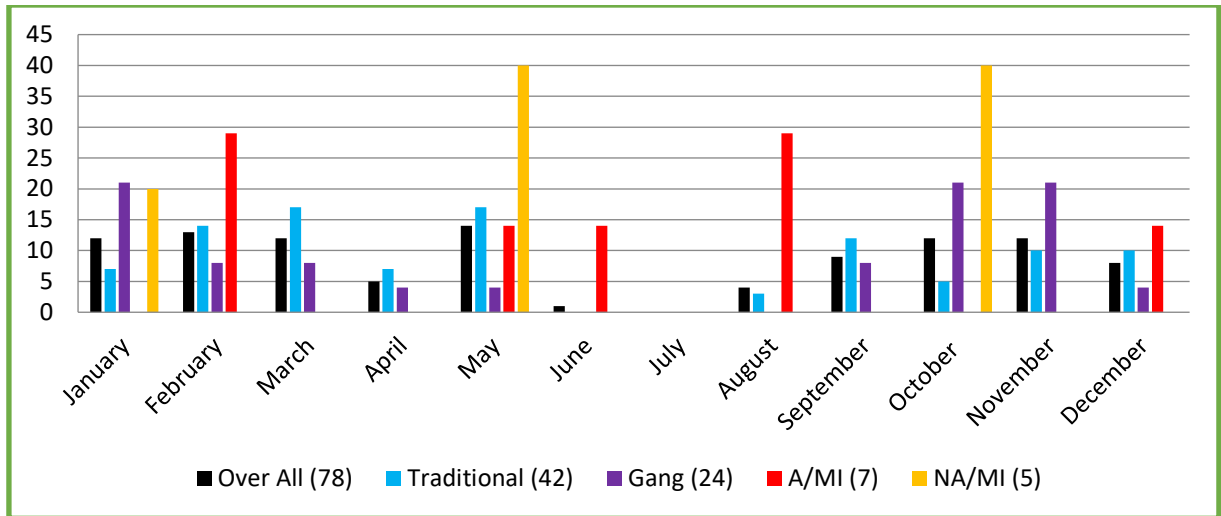


Chart 1.3. Month of Incident

Overall in this study, school violence events occurred evenly across the traditional spring term (i.e., January through May) and the fall terms (i.e., August through December). Almost all events greatly decreased during the summer months (i.e., June and July) when most schools are closed or have no students in attendance. Trends are not revealed until a comparison is made of the difference types of offenders.

Traditional school violence perpetrators seem to follow the overall trends of almost even occurrence throughout the school year. There is a relatively constant percentage range of 7% to 14% each month with an increase to 17% in March and May. The *gang-related* school violence perpetrators are found to have even distributions of events at 21% in January, October, and November.

Strong differences are not found until examining the acts of the *associated* and *non-associated* offenders. Early in the school terms (February and August) find the *associated* school violence perpetrator related incidents occurring the most at 29%. Later in the school terms (May and October) see the *non-associated* school violence perpetrators committing their acts more at 40%. As will be discussed further in this book, there are many factors that come into play when attempting to understand why certain types of offenders commit their acts of school violence at different times.

Date of Incident (Day of Week)

As with month of occurrence, day of occurrence offers interesting trends for further discussion. There has been a great deal of research dealing with the various types of crime and the day of week and time of day of their occurrence. This school violence research can add to that knowledge as well.

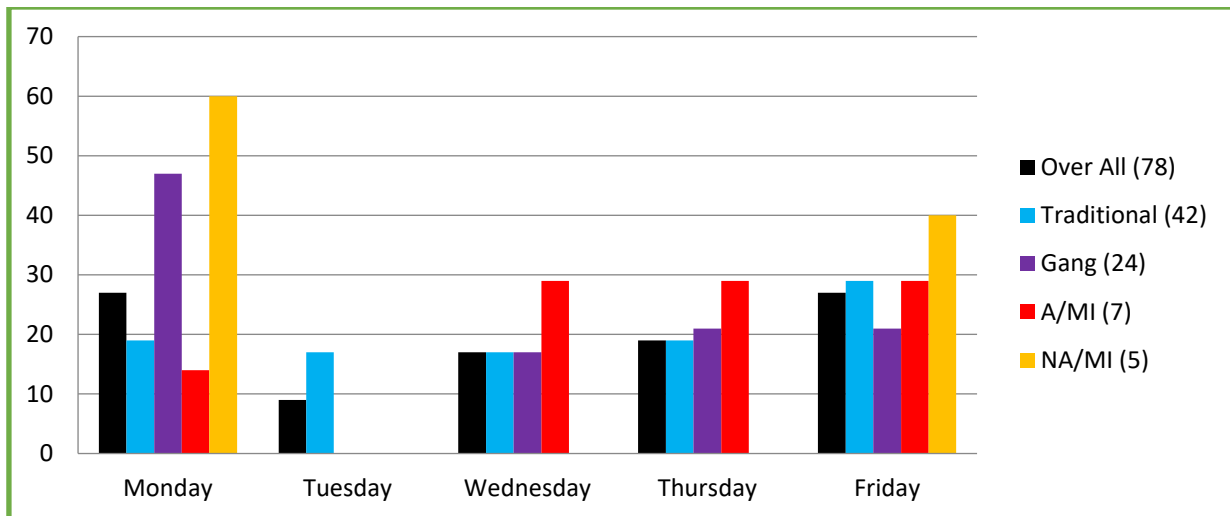


Chart 1.4. Day of Week

In examining the overall number of school violence incidents, several interesting trends emerge. Generally any day of the week an incident can occur, but it appears that Mondays (27%) and Fridays (27%) are days which experience the greatest number of events in all categories of perpetrators.

Traditional school violence perpetrators seem to act almost equally on days throughout the week, but do have an increase in likelihood on Fridays (29%). *Gang-related* school violence offers an interesting finding in that the vast majority of these types of events occur on Mondays (47%). In reviewing other information pertaining to this type of violence, an almost obvious possible reason for this becomes apparent. Most of these incidents are shootings which are in response to some other event which occurred the preceding weekend. Many of these events are individuals going to other schools of which they do not attend to locate a particular target.

Associated school violence perpetrators, like their *traditional* counterparts, seem to commit their acts equally throughout the week, but seem to increase later in the week. A very interesting trend is discovered when examining the actions of *non-associated* school violence perpetrators. These types of perpetrators attacked schools or school children mostly on Mondays (60%) and almost equally on Fridays (40%). Again, in further investigation of the causes of these acts, a trend becomes similar to that of the *gang-related* events. An event occurs over a weekend which pushes an individual into this action, or the fear of what is going to happen on a weekend may cause the act on a Friday.

TIME OF EVENTS

The examination of the time of school violence events as they pertain to the various types of offenders can contribute greatly to decisions about proper security measures for K–12 schools. While concern over school safety is a constant before, during, and after school, knowing what potential threats are as they pertain to time of day can contribute greatly to security plans for schools.

Time of Incident (Before Lunch Time)

The following section compares and contrasts school violence incidents by type of offender and time of school day. The time periods utilized are before school to lunch time, lunch time to end of school day, and after school.

Overall, the morning and afternoon hours experience more school violence than the other hours of the school day (see Event before Noon/Lunch Time (chart 1.5). For some types of offenders this is especially true. *Traditional* school violence perpetrators certainly follow this trend with 40% of their violence occurring before the school day even begins and prior to 9:00

The *gang-related* school violence perpetrators also have a significant percentage (16%) of their acts occurring before 9:00 a.m., but most of their violence is later in the school day. As with other characteristics of school violence events, *associated* and *non-associated* offenders reveal some of the most interesting trends. *Associated* school violence perpetrators appear to be a threat throughout the school day, but 42% occur before 12:00 p.m. The *non-associated* school violence perpetrators have the most significant trend in that 80% of their attacks upon K–12 schools occur before lunch time, with 20% of their attacks occurring at the start of a school day.

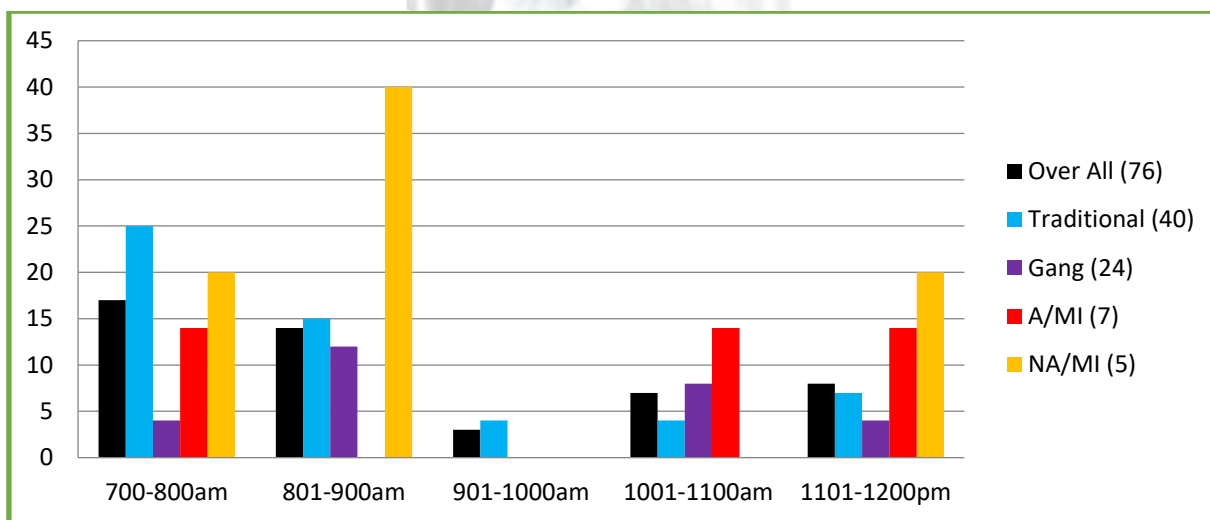


Chart 1.5. Event before Noon/Lunch Time

Time of Incident (Lunch Time until End of School Day)

The time period of lunch and immediately following lunch has traditionally been a time period which warranted increase attention to school safety. The events examined in this study offer more reasons for this increased attention.

While overall the most school violence occurs in the morning hours, a significant amount (19%) of violence occurs during and immediately following the traditional lunch hour (see Event during Lunch to End of School Day (chart 1.6).

Traditional school violence perpetrators follow this trend with 17% of their incidents occurring in this same time frame. The *gang-related* school violence perpetrators find more of their acts occurring later in the school day with 29% of their events occurring between 2:00 p.m. and immediately following the end of the school day. As with many of the trends examined in this book, the *associated* and *non-associated* offenders reveal some of the most interesting findings. None of the *associated* school violence perpetrators committed their acts from lunch time until the end of the school day in this study. On the other hand, 57% of the *non-associated* school violence perpetrators did, with 43% occurring immediately following the traditional lunch period of 12:00 to 1:00 p.m.

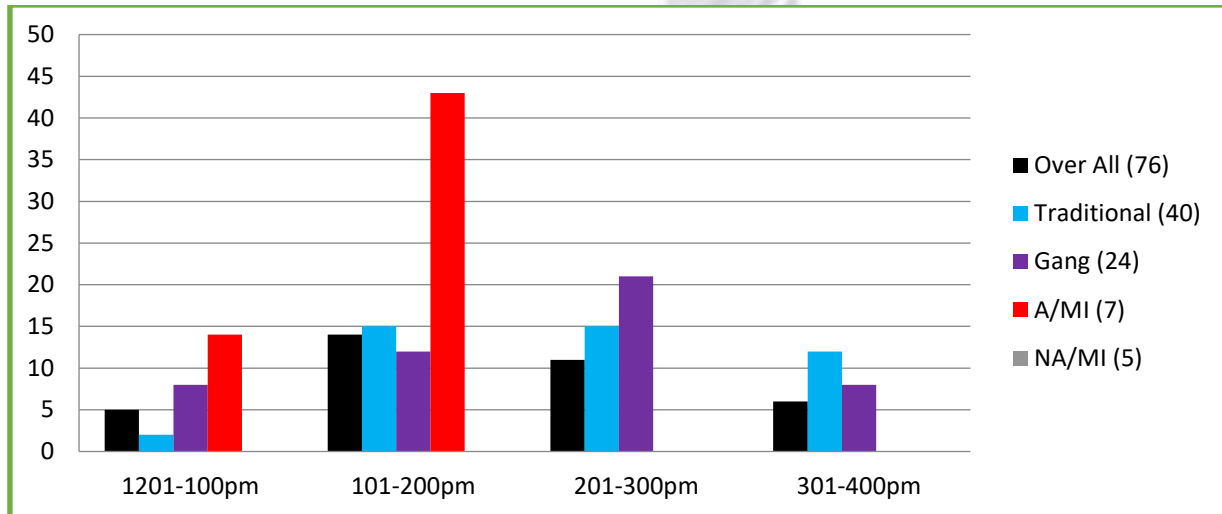


Chart 1.6. Event During lunch to End of School Day

Time of Incident (After School)

Often the hours after the school day are ignored as possible times for a school violence event on a K–12 school campus (Event after School Day (chart 1.7)). This is definitely true for many campuses after the final school bus leaves or the last child is picked up in front of a school.

Overall the incidents of school violence decrease drastically after the school day, but a significant amount still occur, 10%. Of this violence, 5% occurs after 7:00 p.m. at many school-related functions (e.g., dances, pep rallies, and sports events).

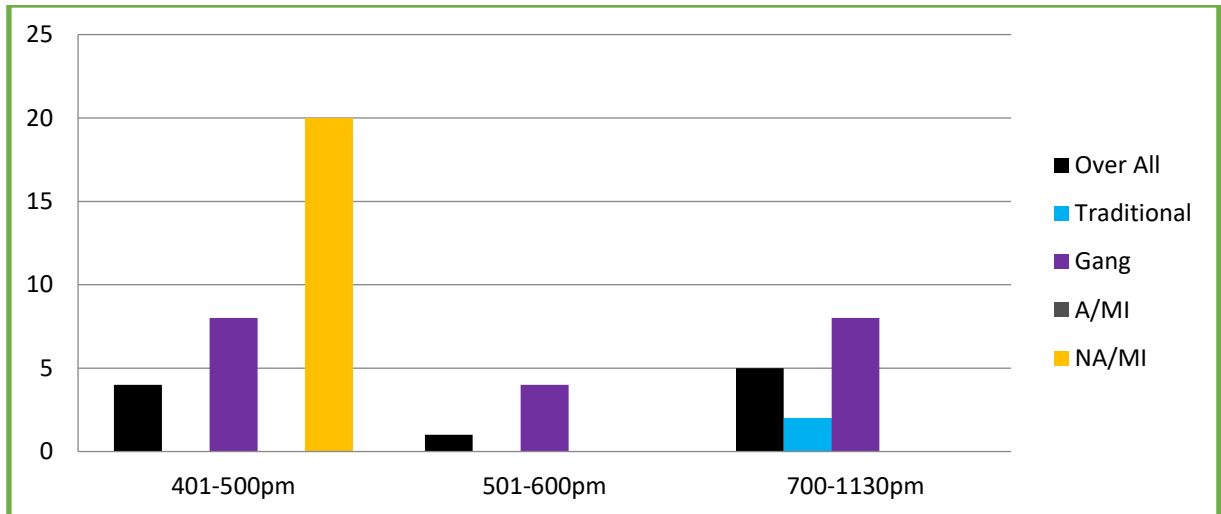


Chart 1.7. Event after School Day

Traditional school violence perpetrators who do commit their violence after the school day usually do so at a school event as is seen in 2% of these events. *Gang-related* school violence perpetrators, as stated earlier, commit most of their violence before or after the school day. In *gang-related* incidents, 20% occur immediately following the school day and during nighttime school events (8%).

A detailed examination of these events reveals that the vast majority of these events occur as revenge attacks or robberies as students are leaving the school grounds or returning at night for some type of event. In that certain individuals are targets at a particular school or the students in total are targets for *associated* and *non-associated* school violence perpetrators, none of the events in this study involved these types of offenders attacking after 4:00 p.m.

SUMMARY

While school safety should be a concern for K–12 schools all day and every day, various times of the day do present certain challenges. Challenges to school safety as it pertains to what type of violence event could occur at various points during the school day. Overall, an act of school violence can happen anytime of the school day including the hours before and after the classes begin and end. In efforts to keep children safe, various strategies or increased levels of security can be implemented at certain times to safe- guard against certain types of attacks.

The first months and last months of a school term are times where school violence incidents increase. This could be due to the increased stress of a term beginning or the work to finish one up. It could also be that in the minds of some offenders, old scores need to be settled as soon as school begins or before it ends for a summer vacation. Any day of the week could bring about a violent event, but Mondays and Fridays should be of special concern when the impacts of a weekend may be on the minds of some individuals.

The hours before and after school are obviously times where increased security is needed. All types of offenders are likely to strike before school or in the morning hours prior to lunch. Many children have to get to school an hour or more before classes start due to transportation issues (e.g., bus schedules, private rides to school) and find themselves alone

for a significant amount of time. This is true after school when some children have to wait more than an hour for a ride to pick them up. Such time periods and situations make them vulnerable to many threats from other students, robberies, or external attacks by noncurrent students. It is obvious that lunch periods and immediately following them are also a time period of concern. Often there is a great deal of student movement when security is lax and offenders find opportunities to commit their acts of violence.



THE SCHOOL ENVIRONMENT

IN THEIR OWN WORDS

In Response to the Sandy Hook Elementary School Shooting on December 14, 2012

Extremely horrific thing that took place at that school in Connecticut last month, and those 20 little children losing their lives in that shooting. But the shooter, Adam Lanza, committed suicide? If Adam was a Christian like me, he wouldn't have done so atrocious of an entity as to do that shooting at that school in Connecticut. This is the result of (at least in my opinion and even though it was a long time ago) of, in the 1960s, taking BIBLES out of our public schools in this country. It's crucial for the people of this country not to take BIBLES out of our public schools.

—WM/21/1993 (former student who shot and killed assistant principle with a .44 caliber pistol)

Personal Comments to Author about School Violence

Now, school-violence, that's a problem of teachers. That's a problem of teacher's that only them as a whole could change. People may not know it, but, teachers is the imperfection that need to be corrected. Psychology skills and counseling skills is what this is all about. Teachers need to be implemented with the skills to get a student to divulge whatever it is that he, or she won't divulge to their parents, or other outside family member or friends. Crack is taking over our teachers, and people don't even much see it. These teachers may look up to standard from a outsider view of viewing them, but, with their good hearts; their minds and vision is impaired.

—BM/18/2003 (one of two men who entered school property via gaps in the fence armed with an AK-47 and a semi-automatic pistol, then entered the school gym and shot a 15-year-old gang rival to death)

Not sure if it consist of bullying. But due to my life style I grew upon I fell victim to getting jumped and shot at. I was defending myself. I was hoping people seen the other people pull out [their] [gun]. That why they would understand why I did /reacted in that manner. I victim was not the blame (XXXXX). But the victim who was caught with the gun who started all this I blame.

—BM/16/2009 (opened fire on a crowd of students after a high school football game)

INTRODUCTION

As with all chapters in part one of this book, descriptive data (165 variables) from publicly available secondary sources (e.g., news reports, journal articles, court transcripts, and case studies) were collected for 78 identified currently incarcerated perpetrators and their events. In addition, demographics, state-level variables, characteristics of events, victims, prosecution, weapons, family, school, peers, and such, were also collected. This chapter was developed from the analysis of this data, as were all chapters in this part, and focuses on the school environment in which school violence acts occurred.

LEVEL AND TYPE OF SCHOOL

The first part of the examination of the environment of schools experiencing acts of school violence is the level of school. As stated earlier, acts of school violence can occur anywhere at any time, but there are trends that become obvious when examining the actions of the four different types of school violence perpetrators explored in this book.

Level of School

The following is an examination of the types of school violence incidents and the level of school in which they occur. While it is assumed, and confirmed by this study, that most of this type of violence occurs on high school campuses, certain types of violence seem to happen more often at certain types of schools.

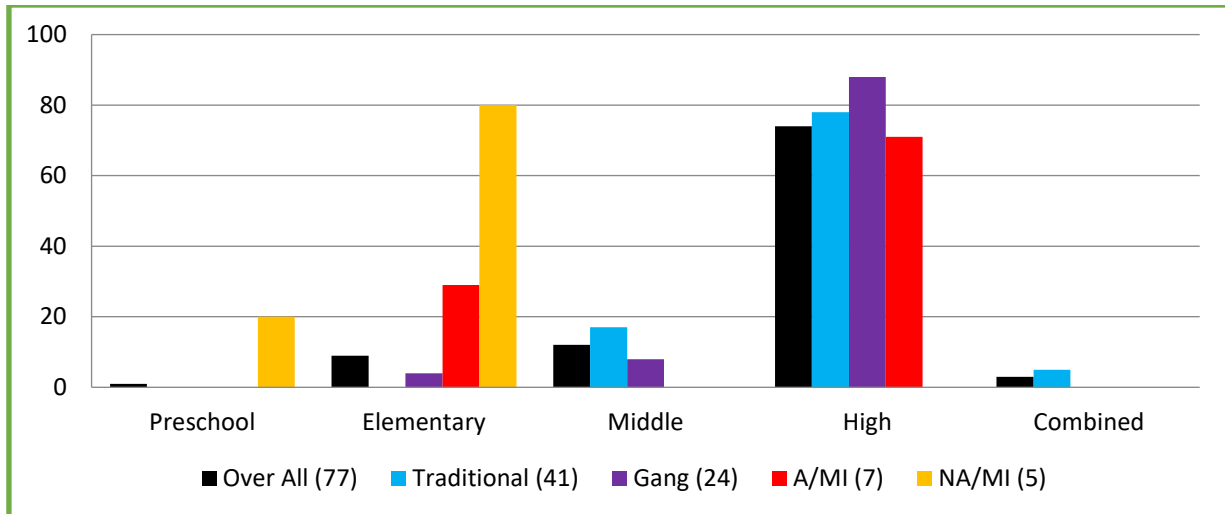


Chart 2.1. Level of School

Overall the vast majority (74%) of school violence incidents occurred at the high school level, but significant levels occurred at other levels as well. As would be expected, most (78%) *traditional* school violence perpetrators commit their acts in American high schools, but a growing trend is for these offenders to strike at middle schools (17%). For *gang-related* school violence, 88% occurs at the high school level, but it is also appearing in the lower levels of schools, even at the elementary school level (4%). For *associated* school violence perpetrators, 71% attack someone they are connected to at the high school level, but 29% returned to their former elementary school to do so as well.

An extremely frightening trend is discovered when examining the violent attacks of *non-associated* school violence perpetrators. A full 100% of these events in this study occurred at preschools or elementary schools.

Public versus Private School

Another factor in the examination of school environments is public versus private schools. The following separates the four types of school violence events by public or private school (see chart 2.2).

As with all types of school violence events, the majority (92%) of them occurred in public schools in this study. Almost all types of offenders followed this trend heavily, with *traditional* school violence perpetrators occurring at 93% and *gang-related* school violence perpetrators at 96%.

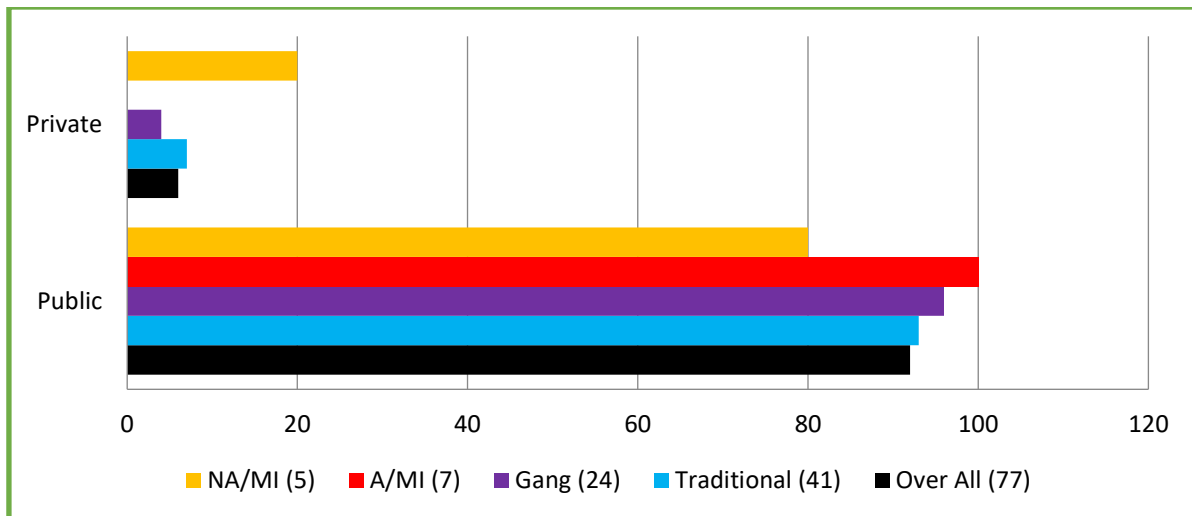


Chart 2.2. Public Vs Private School

Associated and *non-associated* school violence perpetrators follow this with *associated* being at 100%, but 20% of the *non-associated* offenders do attack private schools.

SECURITY MEASURES PRESENT

The topic of security measures at schools was not a primary focus of this book, but two types of security measures were considered. The following examines the percentage of schools where a school resource officer (SRO) was present.

Was Security Resource Officer (SRO) Present at Incident?

Whether police officers should be in schools remains, at best, a very controversial issue in discussions about school safety. The following is an overview of whether they were present at the schools studied at the time of the school violence incident. Given this type of research and subject, determining whether an armed officer was present during an event was very difficult.

Overall, 68% were found not to have these in place. This was true for schools at 73% for those experiencing violence from the *traditional* school violence perpetrators. *Gang-related* school violence perpetrators were found to follow this trend at 70%. The *associated* school violence perpetrators were found to follow this as well at 71%, but the *non-associated* school violence perpetrators were found to attack schools without such protection at 100% (see chart 2.3).

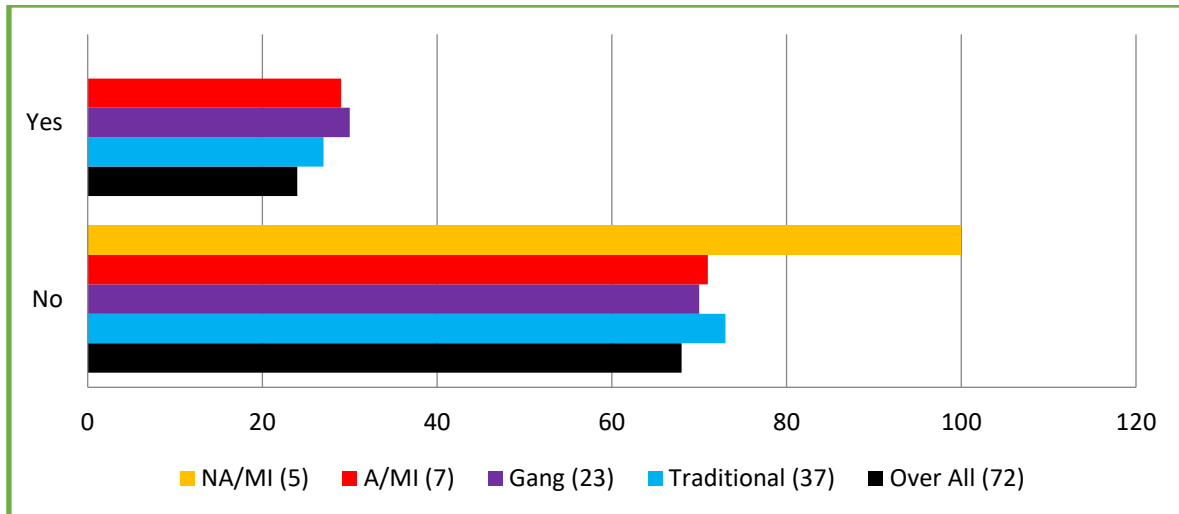


Chart 2.3. Was SRO Present at Incident

Were Metal Detectors Present at Time of Incident?

As with determining the presence of school resource officers, accurately determining if metal detectors were present in a school at the time of a school violence incident is extremely difficult. The following is an attempt to examine the status of metal detectors at schools based on the four types of school violence perpetrators studied in this research.

Whether metal detectors should be in schools or not has been a controversial issue over the last two decades. Many argue that metal detectors should be standard protocol at the entrances to all schools, much like federal buildings and court houses. Others believe that this practice often gives students, parents, and teachers the feeling that there must be something to fear or, at best, gives a false sense of security. In this study it was found, overall, that the vast majority (86%) of schools experiencing these various types of violence did not have metal detectors present. Although, given the time range of 1979 to 2011, metal detectors were not in use much until the late 1990s and 2000s.

The finding that 89% (see chart 2.4) of the *traditional* school violence perpetrators in this study committed their violence in schools without metal detectors could speak to the need for more use of these mechanisms. Also, for *gang-related*, *associated*, and *non-associated* school violence perpetrators, 100% of their violence occurred at schools without metal detectors.

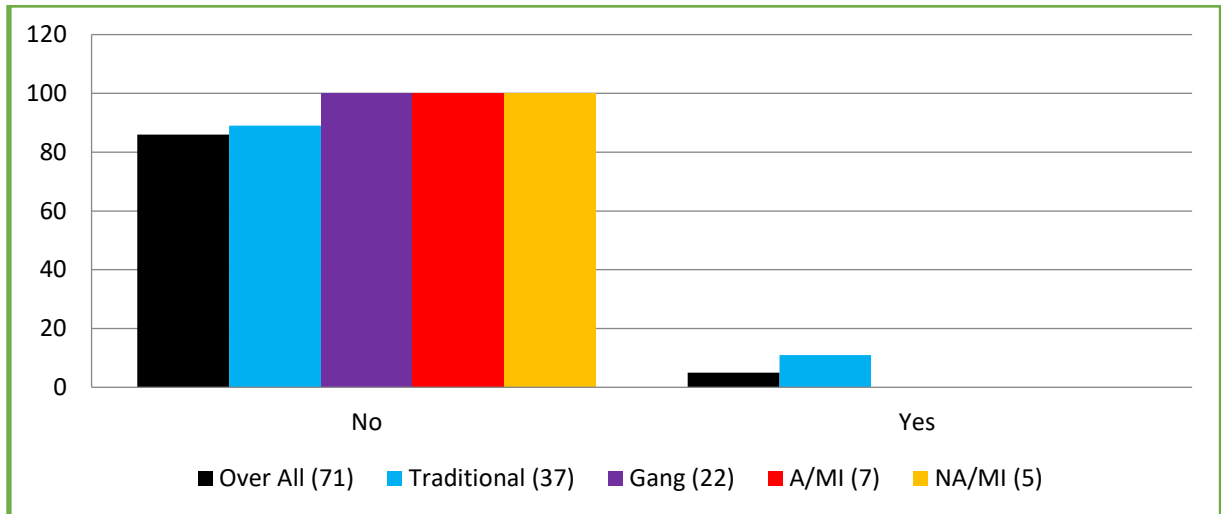


Chart 2.4. Were Metal Detectors Present At Time of Incident?

STUDENT AND TEACHER POPULATIONS

Researching the student populations and student to teacher ratios was added to this research to add another dimension to the investigation into the type of school environment that might experience the most violence from the four types of school violence perpetrators in this study.

Student Population

Interesting trends are revealed by examining the student populations of schools that experience the various types of school violence. The following is a review of the size of the student populations as they relate to the various types of school violence experienced.

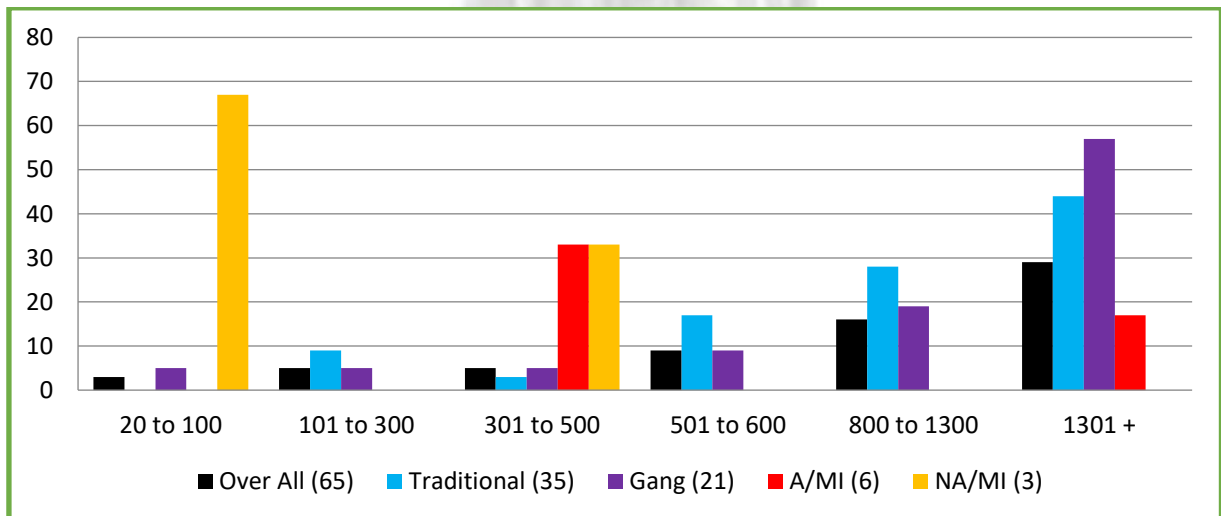


Chart 2.5. Student Population

As would be expected, overall, the largest schools experience the most school violence (29%). The majority of the events studied in this research occurred at schools with

student populations above 800 students (45%). Of the *traditional* school violence perpetrator, 72% committed their acts of violence at schools with 800 or more students. The *gang-related* school violence perpetrators follow this trend with 72% occurring at schools with 800 or more students. Interesting trends are revealed with examining the other two types of perpetrators.

Associated school violence perpetrators sought out their victims more often at relatively smaller schools (301 to 500 students), at 33%. The *non-associated* school violence perpetrators have the most interesting trend of attacking much smaller schools (20 to 100), at 67%. Given the motivation for their attacks, it would make sense that they would target smaller schools, which are very often preschools and elementary schools.

Faculty Student Ratio

Another area where data was difficult to accurately locate was the faculty to student ratio. Given the timespan of events occurring between 1979 and 2011, data relative to this information for so many decades is difficult, but possible, to locate (see chart 2.6).

Given the amount of information available (information on 51 of the 78 schools at the time of the incident), overall, 37% occurred at traditional size student to teacher ratios at 12 to 20 students per teacher. Except for one type of offender (*non-associated*), most examined incidents occurred for all four types of offenders in this classroom size. The *traditional* school violence perpetrators were at 60% for the average size classroom, but 32% did occur at larger ratios of 21 to 40 students per teacher.

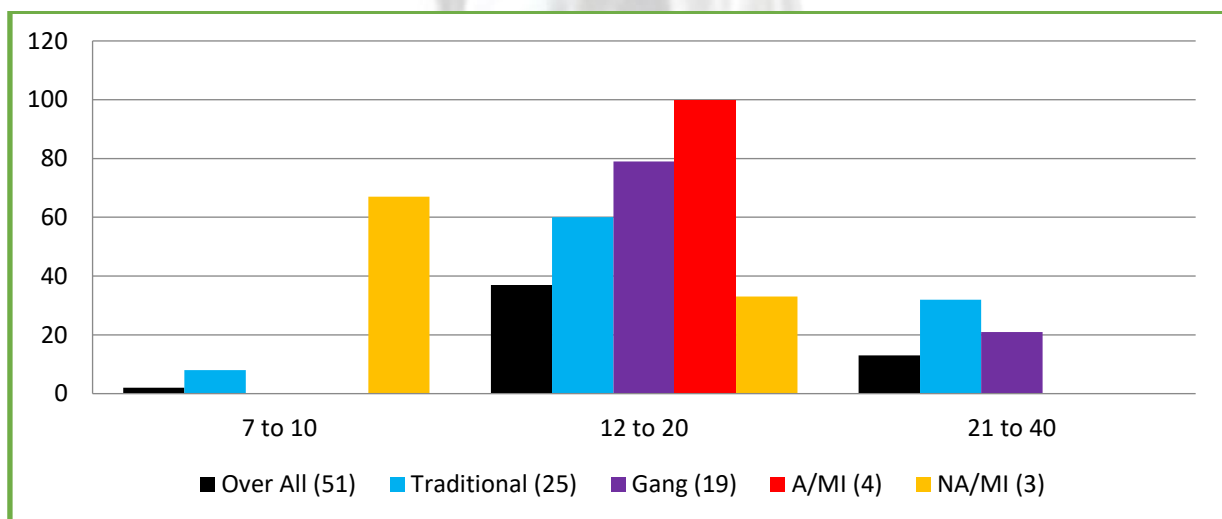


Chart 2.6. Faculty Student Ratio

Gang-related school violence perpetrators were one of the highest to occur at this level at 79%, but 32% also occurred in larger classroom settings of 21 to 40 students per teacher. The *associated* school violence perpetrators findings were interesting in that 100% of those cases identified in this study occurred in schools where the student to teacher ratio was 12 to 20. Again, given their targets and purpose, it is not surprising that the *non-associated* school violence perpetrators attacks occurred at schools with only 7 to 10 students per teacher.

RACIAL DEMOGRAPHICS FOR SCHOOLS THAT EXPERIENCED SCHOOL VIOLENCE INCIDENTS

In addition to investigating student to teacher ratios, this research also examined the racial demographics for the schools experiencing various types of school violence.

Percentage of White Students

The following is a chart exploring the percentage of white students at schools which experienced the various types of school violence. As with all charts in this subject of investigation, a few interesting trends are discovered.

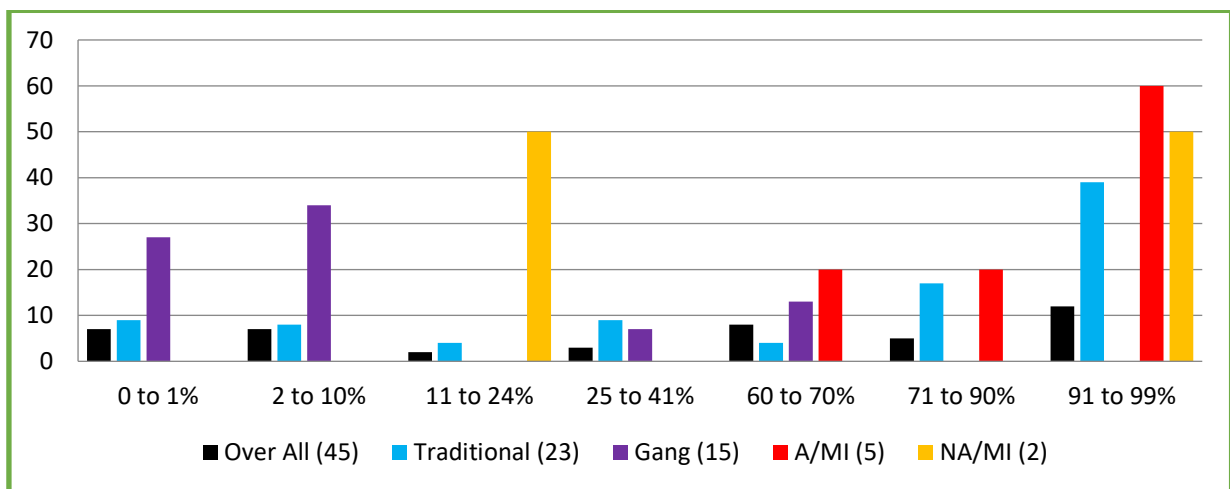


Chart 2.7. Percent of White Students

Overall, clear trends are immediately apparent in examining the racial demographics of the school and the type of school violence it may experience. While the amount of school violence, is almost evenly distributed (7% to 12%) across all racial demographics, certain types of offenders are more likely to commit their acts at certain schools. *Traditional* school violence perpetrators have the highest percentages at schools where the student population is 91 to 99% white, while *gang-related* school violence perpetrators are more likely to commit their acts at schools where only 0 to 10% (61%) of the student body is white.

Interesting trends are revealed in the areas of the other two types of school violence perpetrators as well. The *associated* school violence perpetrators occurred solely in schools where 60 to 99% of the student population was white. The *non-associated* school violence perpetrators, given their purpose, struck evenly at schools where at least half of the student body was white. This was probably due to seeking out targets close to where they lived and not being concerned with the racial mixture of a chosen school target.

Percentage of Black Students

The following is a chart exploring the percent of black students at schools which experience the various types of school violence. As with all charts in this subject of investigation, a few

interesting trends are discovered.

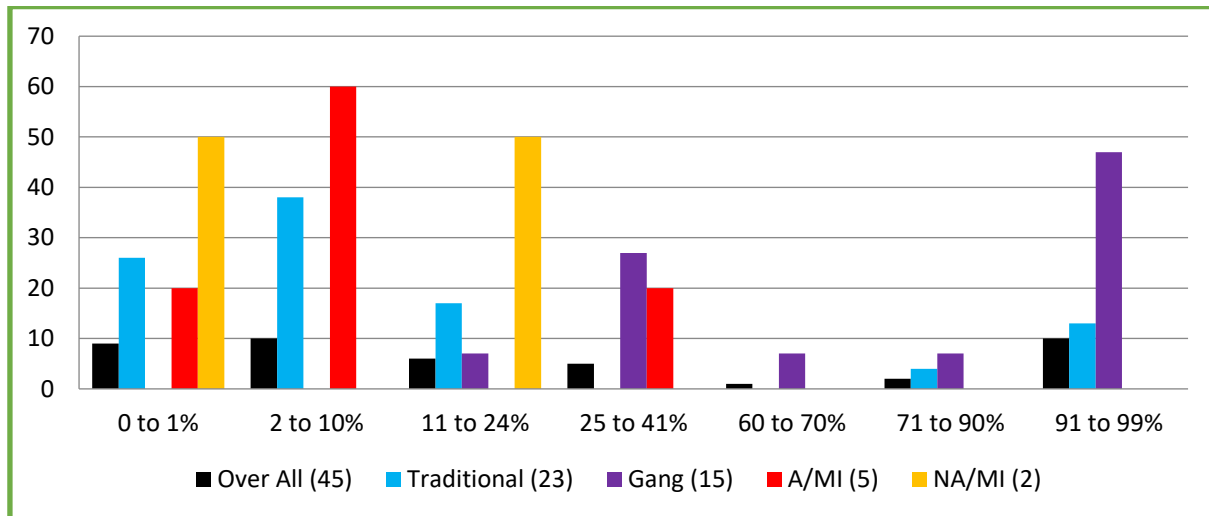


Chart 2.8. Percent of Black Students

Attempting to examine the racial mixture of schools at the time of a violent event is just as difficult as determining the correct student populations and student to teacher ratios. Given that this information could only be determined for 45 of the 78 incidents studied, findings should be considered carefully, but they do support earlier and later findings. Overall, in this part of the study, the amount of school violence was almost evenly distributed upon all levels of black student population (0 to 10%). The *traditional* school violence perpetrators were found to occur at 38% at schools with 2 to 10% black student populations and, as found earlier, *gang-related* school violence perpetrators were more likely to occur at schools with 91 to 99% black student populations.

Associated school violence perpetrators occurred at schools where less than half (0 to 41%) of the student body was black. The *non-associated* school violence perpetrators were found to also target schools where only 0 to 24% of the student population was black.

Percentage of Hispanic Students

Chart 2.9 explores the percentage of Hispanic students at schools which experience the various types of school violence. As with all charts in this subject of investigation, a few interesting trends are discovered.

Overall, schools which had higher percentages of Hispanics had lower percentages of all types of school violence. Only 5% of the examined school violence incidents occurred at schools with 25 percent or more Hispanic student population. Of the *traditional* school violence perpetrators, 64% committed their acts of violence where the population of Hispanic students was 10% or less.

Gang-related school violence perpetrators were slightly higher in schools with 11% or more Hispanic student population at 21%. Continuing with the current trend, *associated* school violence perpetrators stuck at schools with 10 percent or less Hispanic student population (100%). The same was found for *non-associated* school violence perpetrators at 100%.

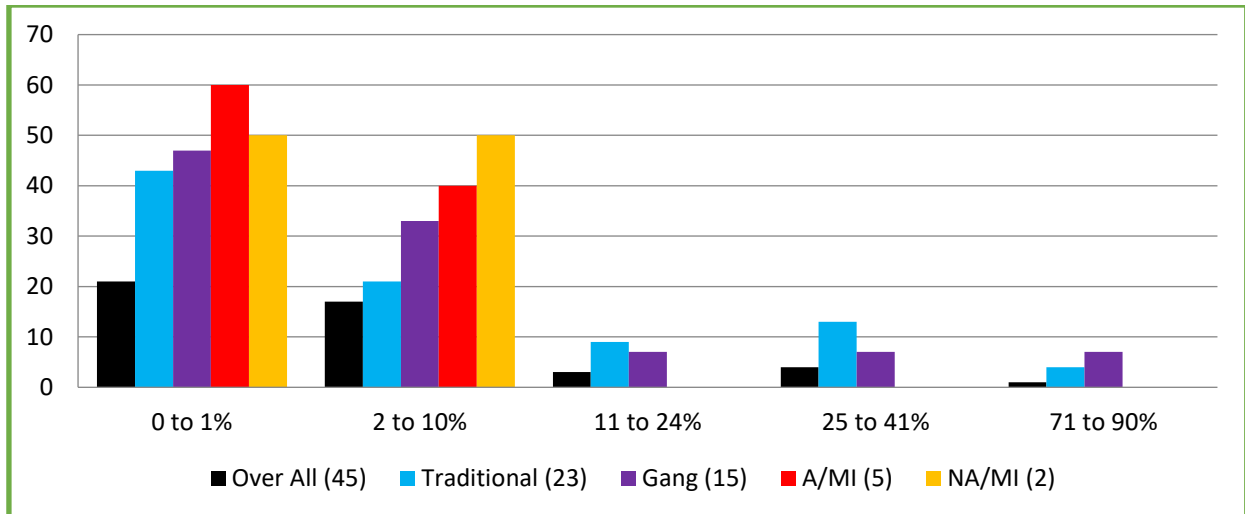


Chart 2.9. Percent of Hispanic Students

Percentage of Other Students

The following is a chart exploring the percent of other students (i.e., Oriental, Native American, etc.) at schools which experience the various types of school violence. As with all charts in this subject of investigation, a few interesting trends are discovered.

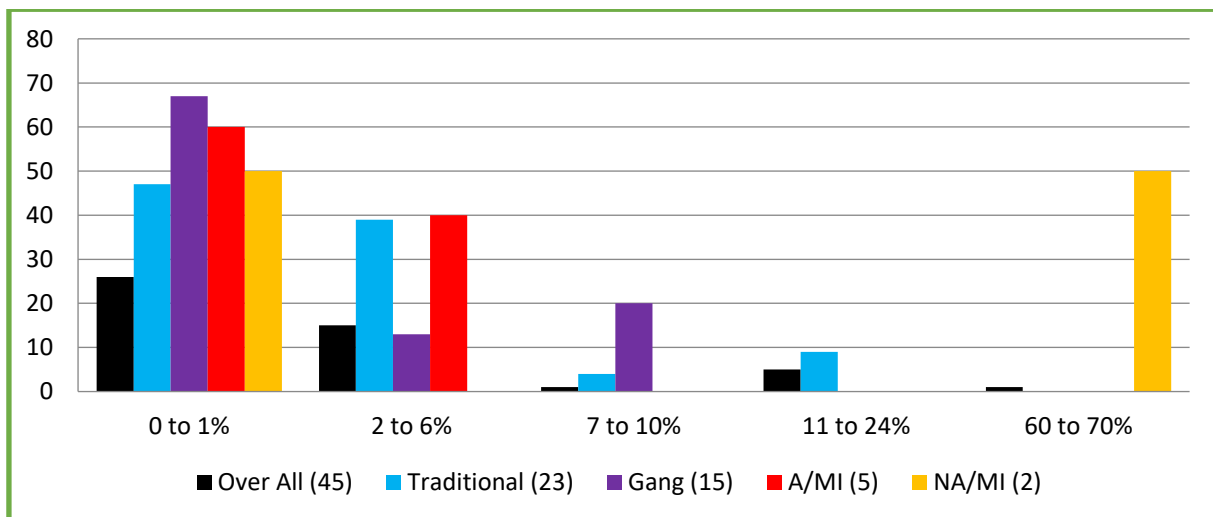


Chart 2.10. Percent of Other Students

A couple of interesting trends are discovered in examining the percentage of other racial types at school experience school violence events. Overall, only 7% of incidents occur at schools having a significant percent (7% or more) of other types of racial student body populations. The *traditional* school violence perpetrators had the highest percentage at 9% occurrence at schools with 11 to 24% other student population. The *gang-related* school violence perpetrators had a significant percentage of incidents occurring at schools with 7 to 10% other student population.

The *associated* school violence perpetrators in this study only occurred at schools (100%) where less than 60% of the student population was other. An interesting trend was

found in examining the final type of school violence perpetrator. The *non-associated* school violence perpetrators attacked schools where either less than 1% or more than 60% of the student population was other.

SUMMARY

Not surprisingly, most school violence happens at the high school level, but more and more is being experienced in the lower levels of school as well. Preschools and elementary schools seem to be the primary target for the *non-associated* types of school violence perpetrators since they target locations to do the most damage against children. Also, mostly public schools experience this type of violence, but, again, small private schools are targets of *non-associated* perpetrators.

While this research determined that the vast majority of school violence events occurred at schools without either school resource officers or metal detectors, which should be taken in the proper context. Given the years of this study, many schools did not even entertain the idea of armed officers in their schools or the use of metal detectors. Also, accurately determining if these were present was very difficult in most of the school violence events.

As would be expected, larger schools experience more school violence. This is true in all cases studied except the *non-associated* school violence perpetrators. These offenders targeted smaller schools and lower level schools such as preschools and elementary schools. Interestingly, the generally suggested classroom size of 12 to 20 maximum students per teacher is where the most school violence is found as well. Also, the *non-associated* type of school violence perpetrators target smaller schools with smaller class sizes.

Not surprisingly, schools with the highest rates of white students experienced the most *traditional* type of offender while the schools with the lowest experienced more *gang-related* school violence. This is confirmed in all examinations of racial mixture and the types of school violence experienced. It is evident that schools with larger percentages of minority populations will experience more *gang-related* violence. It is also apparent that schools with lower percentages of minority population will experience more violence from *traditional* school violence perpetrator types. Schools with very small or very large other (i.e., Oriental, Native American, etc.) student populations seemed to be most vulnerable to attacks by *non-associated* school violence perpetrators. Again, this may be simply because of the targeting of schools which were close and convenient for the offender.

3

THE SCHOOL VIOLENCE EVENT

IN THEIR OWN WORDS

In Response to the Sandy Hook Elementary School Shooting on December 14, 2012

I did hear about what happened in Connecticut the day it happened; I just could not believe it. I want to help even more now to provide some insight and help to prevent these things from happening. I think that, and these are just opinions, but he might have been planning this before. He may have chosen an elementary school because the majority of the people were little children and they could do very little to stop him. Easier targets. If Adam Lanza had any anger toward anyone there, then that might be a reason why he went. If he was taking medication, that might have been a factor too. It has been proven and researched that when you have someone taking psychiatric medication, homicidal and suicidal thoughts can occur or increase. He knew how to use guns, they were available to him, and when you mix that with depression, frustration, or delusional thinking the results can be disastrous.

—HM/18/2006 (crashed through security shack at the entrance to the student parking lots, stepped out of van, set off 3 smoke bombs and then proceeded with gunfire toward the school, after killing father at family home)

Personal Comments to Author about School Violence

I thank back and have come to realize that all that has happen is to be blamed on me. I was trying very hard to [prove] to myself that I was someone that I knew deep down inside that wasn't.

—BM/15/1993 (shot another student in the back during a gang fight on school grounds)

I often kept my mind on all the guys any of my girlfriends had sexual relationships with before they were with me and how much it made me 100% hate each guy for no other reason other than that. Feeling too deep in you've said you was doing it, now you have to do it. Hying myself up, listening to violent music to drown out any thoughts of talking myself out of do it. Feeling stupid. Wishing I didn't have my stupid pride.

—WM/16/2006 (stabbed fellow classmate in the neck with the intent to kill him,

permanently scarred and physically disabled the student)

INTRODUCTION

This chapter examines the school violence event itself: why the particular school or school function was chosen by the perpetrator, whether they informed others of their intentions, and if they stated a reason for the violent behavior. It will also examine the detailed characteristics of the violent event in location on school grounds and duration.

Descriptive data (165 variables) from publicly available secondary sources (e.g., news reports, journal articles, court transcripts, and case studies) were collected for 78 identified currently incarcerated perpetrators and their events. In addition, demographics, state-level variables, characteristics of events, victims, prosecution, weapons, family, school, peers, and such were also collected. This chapter was developed, as were all chapters in part one of this study, from the analysis of this data.

SELECTION OF SCHOOL

After an incident of school violence occurs, many wish to understand why their particular school was chosen for such an event. The following sections explore this topic in detail as to why the various types of school violence perpetrators selected a school and what reasons they gave for their violence.

Why Was School Chosen?

Many seek answers as to why a violent event occurred at their particular school. Chart 3.1 examines the reasons given by perpetrators as to why they chose the location that they did for their act.

Not surprisingly, overall (74%) the main reason for the selection of a certain location is that it was where the offender knew their targets would be located at a certain time. This was true for all groups except the *non-associated* school violence perpetrators. These types of offenders sought the school as either a symbol (60%) or simply incidental (40%) in the scheme of what they were trying to accomplish. The *traditional* school violence perpetrators (83%), *gang-related* school violence perpetrators (79%), and even *associated* school violence perpetrators (57%) to a slightly lesser extent sought identified targets at the school. In closer examinations of the incidents involving targets, it is revealed that targets may be an individual student, teacher, student group, or just fellow students in general.

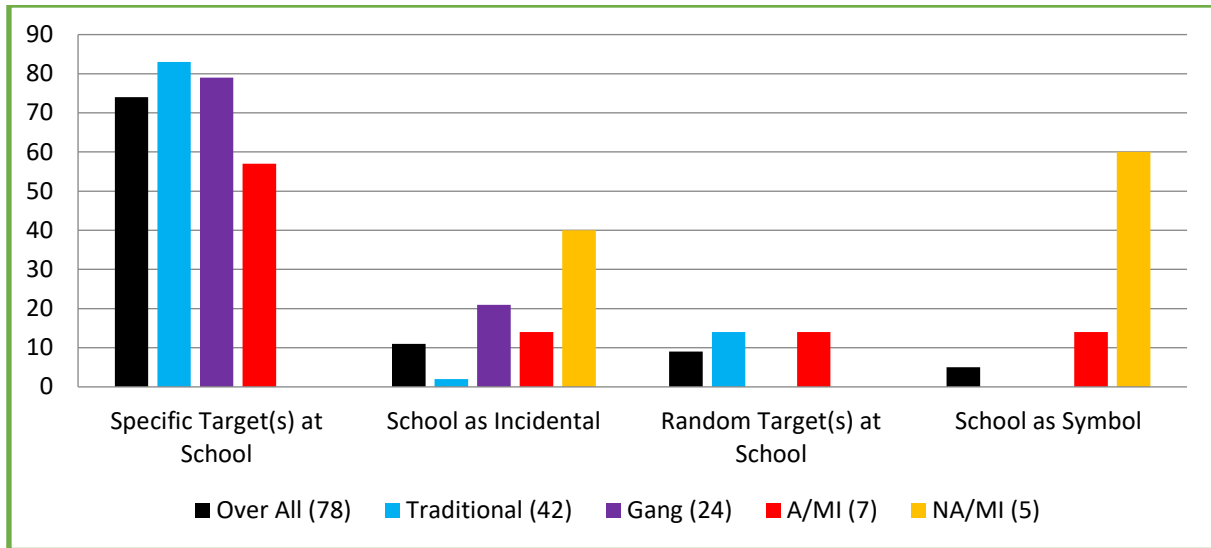


Chart 3.1. Why Was School Chosen?

Stated Reason for Incident

Interestingly, the vast majority of school violence perpetrators are going to ultimately inform authorities and others of why they committed their act and why the school location in which to do it was chosen.

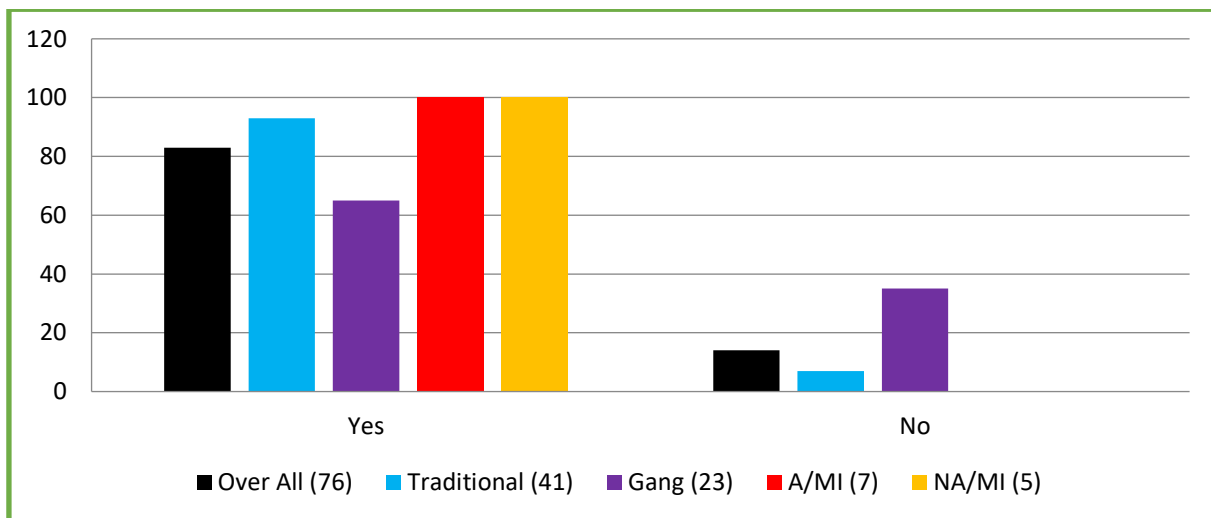


Chart 3.2. Stated Reason for Incident

It is fortunate in a way that most perpetrators ultimately give a reason for their violent act. This offers an opportunity to determine how a particular act could possibly have been avoided. Overall 83% of the offenders in this research gave a reason for their actions. Of all *traditional* school violence perpetrators, 93% stated reasons for their actions, while 100% of *associated* school violence perpetrators and *non-associated* school violence perpetrators stated reasons. *Gang-related* school violence perpetrators either stated a reason (65%) or authorities involved labeled the event as such. There were 35% of the events which were assumed to be *gang-related* without any direct evidence by authorities.

Length of Planning Period

An interesting, yet frightening, trend is revealed when examining the length of planning that many school violence perpetrators put into their acts of violence. The following explores the length of planning periods for the four types of school perpetrators involved in this study.

Overall, almost half (46%) of all school violence perpetrators plan their ultimate attacks for 24 hours or less (see chart 3.3). They may be thinking of getting revenge for years, but the time put into the actual plan is very short. *Traditional* school violence perpetrators are the one group whose length of planning is found to occur from no planning (3%) to four months (3%). The *gang-related* school violence perpetrators are the vast majority, at 86%, to put no more planning than 24 hours into their ultimate act. The *associated* school violence perpetrators plan for 1 week in 60% of their events and another 20% up to a year in advance. The *non-associated* school violence perpetrators are found to have been planning for more than a year in 25% of their events.

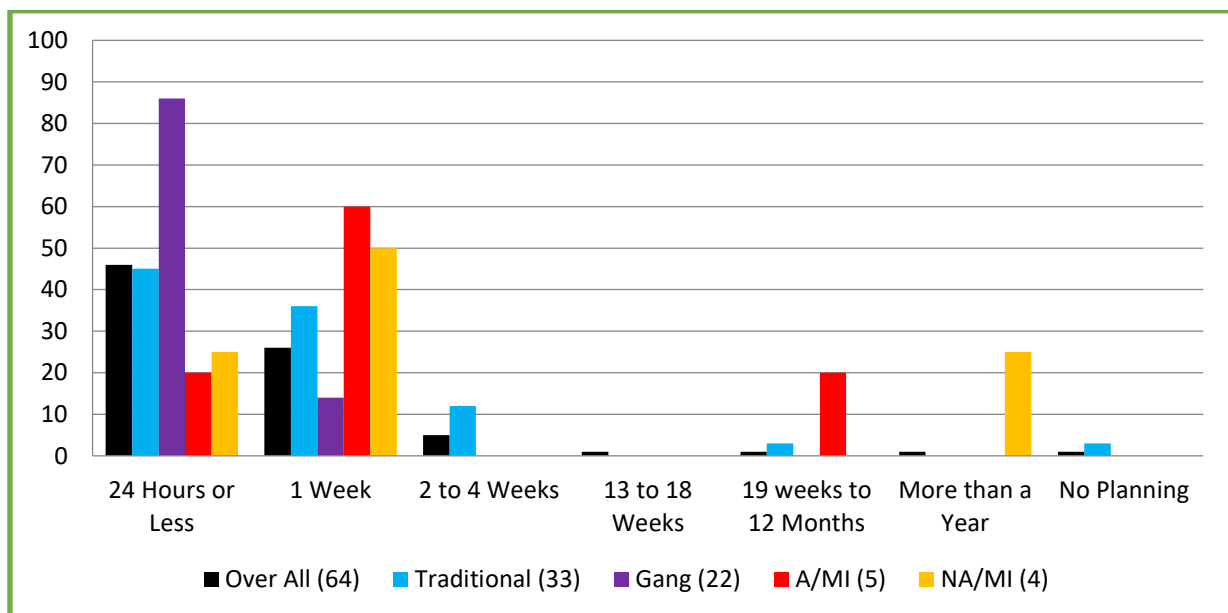


Chart 3.3. Length of Planning Period

Was Event gang related?

Given the amount of concern over the impact of *gang-related* crime on school violence rates, it is examined in various parts of this book. Below is the direct examination of whether each of the 78 school violence events researched were determined to be gang related or not.

Overall, and maybe surprisingly, 70% of the school violence incidents involved in this study were not gang related (see chart 3.4). Although a significant percentage of them were at 30%. Not surprisingly, 88% of the *traditional* school violence perpetrators events were not gang related. As would be expected, 75% of the *gang-related* school violence perpetrators were involved in *gang-related* events, but another 25% were over other issues as in conflicts in romantic relationships or conflict with teachers. The *associated* and *non-associated* school violence perpetrators were not gang related at all.

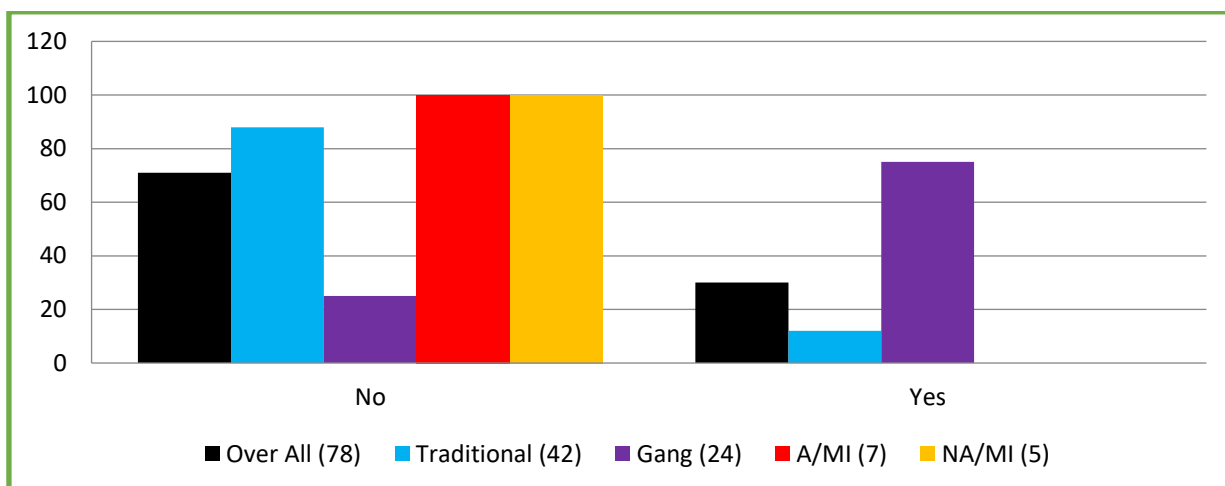


Chart 3.4. Was Event *gang-related*?

CO-CONSPIRATORS AND LEAKAGE

Given some of the larger school violence incidents, the general public seems to be expecting more co-conspirators involved in events. Most are also surprised at the same time how many events are never even suspected until they occur. The following is an overview of whether school violence perpetrators informed others of their intentions prior to acting and if they had actual co-conspirators.

Informed Other of Intentions

Chart 3.5 examines if the various types of school violence perpetrators informed others of their intent to commit an act of violence at a K–12 school.

Interestingly, overall, approximately half (45%) of the offenders informed another of their intentions while the same percentage (45%) did not make others aware of their plans (see chart 3.5). This was true for all of the types of offenders. *Traditional* school violence perpetrators were 47% versus 53% in their reporting. *Gang-related* school violence perpetrators were equally distributed as well (40% versus 40%). *associated* school violence perpetrators and *non-associated* perpetrators violence followed this trend with 50% versus 50% and 40% versus 40% respectively.

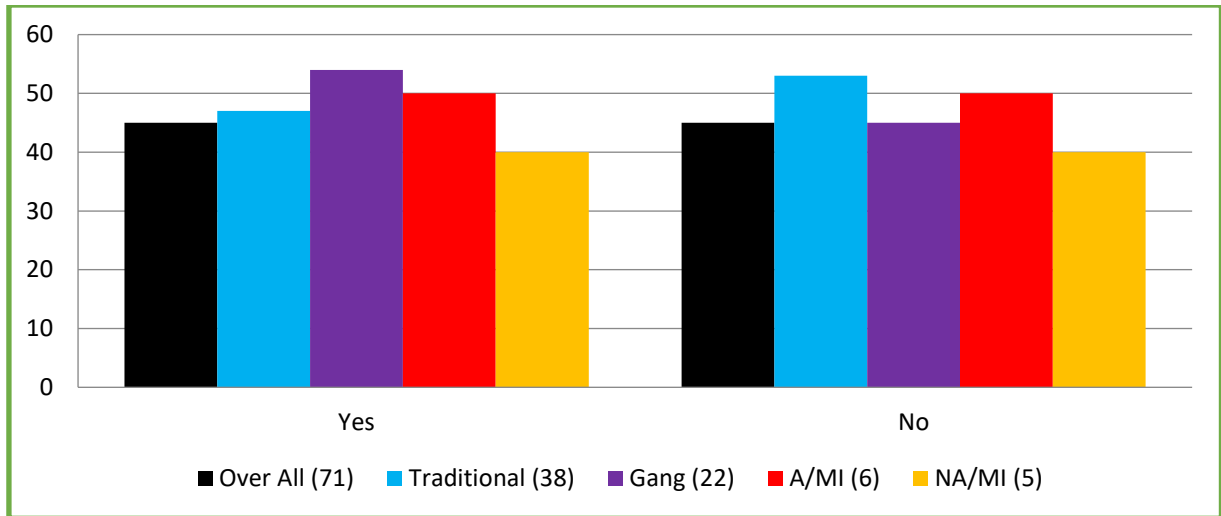


Chart 3.5. Informed Other of Intentions

Obviously the impact of this is that there is more of a chance to deter an act of violence if its potential or plan is known. The more individuals who know about the plans of a person the more likely someone is to reveal those plans to others. It is hoped that the others are law enforcement, parents, or school officials, but even if they are peers, there is greater likelihood that plans will be revealed. The opposite is true as well, the less people that know about plans the less likely the plans are to be detected. This is extremely the case when an individual does not reveal plans to anyone.

Did Shooter Have Co-Conspirators?

Whether the school violence perpetrators had co-conspirators or not is another interesting topic. The following is a breakdown of this topic by type of perpetrator.

Overall the vast majority of school violence perpetrators of all types did not have any co-conspirators (78%) (see chart 3.6). The percentage that did (22%) were most involved in the securing of weapons which were eventually used in a school violence event. This was true for *traditional* school violence perpetrators, where 81% did not have co-conspirators and only 19% did have co-conspirators. The *gang-related* school violence perpetrators had the most co-conspirators at 38%. This was the case in that most of their violent acts were gang related and they were acting on behalf of a gang or using other gang members to obtain weapons. The *associated* and *non-associated* school violence perpetrators had no co-conspirators.

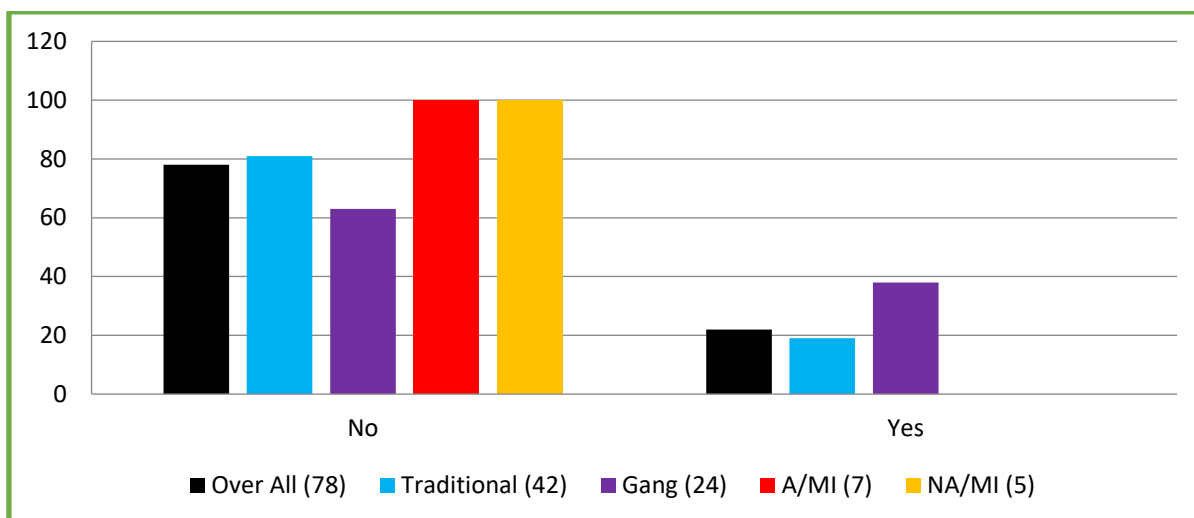


Chart 3.6. Did Shooter Have Co-Conspirators?

Number of Active Participants

Along these same lines, most perpetrators acted alone in their acts of school violence. Chart 3.7 examines this for the four types of school violence perpetrators studied.

Overall the majority of offenders acted alone (76%). Although, 24% of the cases did involve between 1 to 4 perpetrators (see chart 3.7). 83% of *traditional* school violence perpetrators acted alone, but 17% of their events involve 1 to 4 offenders. The *gang-related* school violence perpetrators were the most likely to involve more than one offender at 42%. The *associated* school violence perpetrators involved one offender 86% of the time, but 14% did actually involve more than one participant. The *non-associated* school violence perpetrators operated alone 100% of the time in this study.

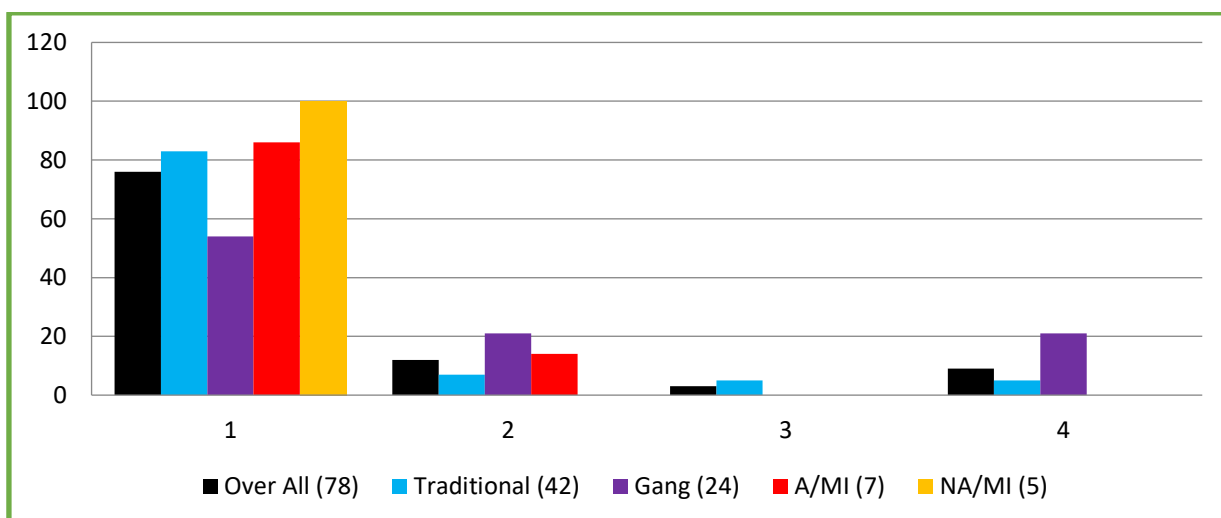


Chart 3.7. Number of Active Participants

TARGETS

As been repeatedly supported in this research, most types of school violence perpetrators have targets. Those that have targets appear to do the most damage and cause the greatest loss of life. The following is a more detailed examination as to whether the various types of perpetrators had actual lists of targets. In this area, while it may be clear that an offender had a “list of targets,” it is very difficult to determine if this was an actual written list.

Did Perpetrator Have a List of Targets?

Chart 3.8 is an overview of the various types of offenders as to whether they had a list of targets. This included those admitted having a mental list of targets and those who actually had a written list on their person at the time of the event.

Overall, a little over half (54%) had a list of targets at least in mind at the time of their violent act (see chart 3.8). The *traditional* school violence perpetrators had a specific list of targets in 60% of the time, but random targets in 40% of their acts. The *gang-related* offenders had lists about half of the time (52%). *associated* school violence perpetrators were the largest group to have specified targets at 73% and the *non-associated* school violence perpetrators had no particular targets on their list at all.

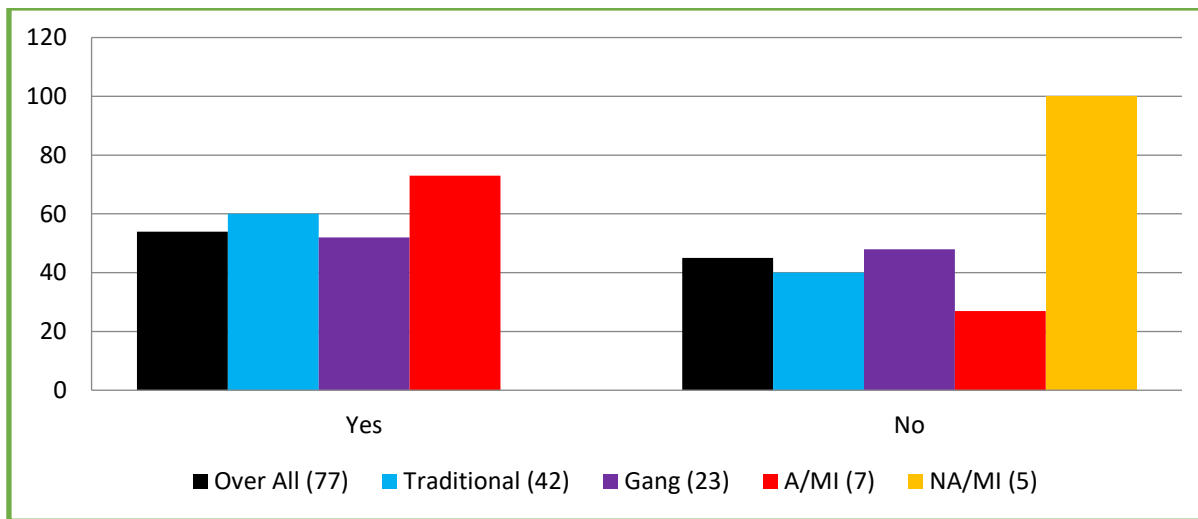


Chart 3.8. Did Perpetrator Have List of Targets?

Targets: Individual, Group, Multiple, or Random

A few interesting trends become apparent when examining the type of targets the various types of school violence perpetrators selected in their acts of violence. Chart 3.9 examines the type of targets based on the type of offender.

Overall, the majority of offenders of almost all types had one target in mind (63%), although a significant percentage (21%) simply had random targets in mind (see chart 3.9). The *traditional* school violence perpetrators had significant percentages of all types of targets from individual (64%) to group targets (5%). The *gang-related* school violence perpetrators were the largest percentage having a single target at 75% and were followed with *associated* school violence perpetrators having the same at 57%. The *non-associated* school violence

perpetrators were, of course, at 100% of having only random targets.

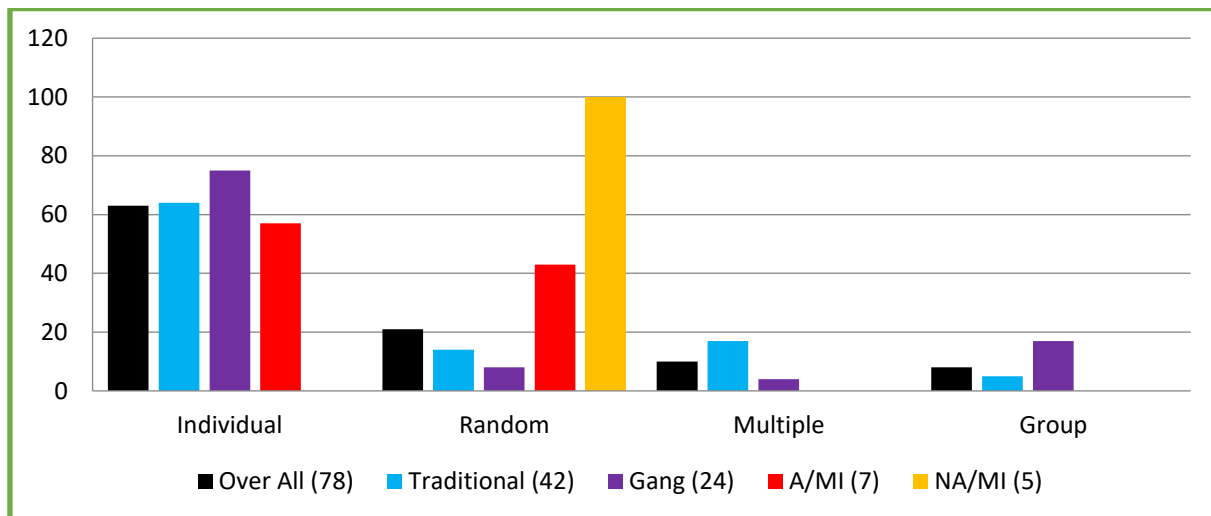


Chart 3.9. Targets: Individual, Group, Multiple, or Random

THE EVENT

When attempting to make plans in regards to school safety, knowing where events are most likely to occur is one of the primary foundations of any school safety plan. Below is a discussion of the locations where the school violence events originated in 78 school violence incidents. The findings are divided by location and type of perpetrator.

Location of Incident in School

The location of where school violence events originate can be examined by primary locations and secondary locations. The below charts examine these two issues.

Primary Locations of Events Origination

This first chart examined the primary location where the school violence events studied began.

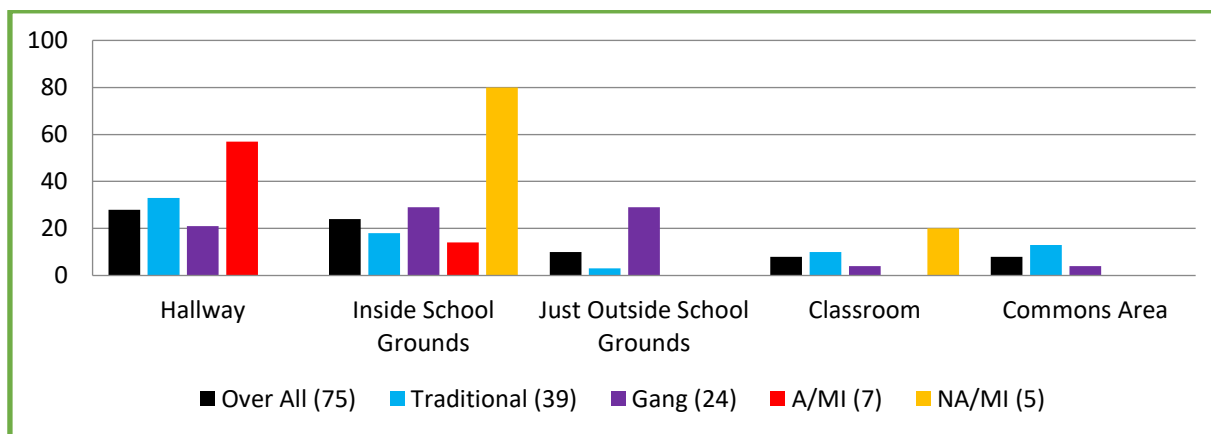


Chart 3.10. Primary Locations of Incident in School

Overall, the largest percent of all incidents began in a school hallway (28%). The designations of inside school grounds (24%) and just outside of school grounds (10%) were added in order to offer more analysis of the school violence issue. *Traditional* school violence perpetrators began 33% of their incidents in a school hallway, but 10% began in the classroom and 13% in a commons area of the school.

Gang-related school violence perpetrators, unsurprisingly, began most of their violence outside the school building 58% of the time, but 21% did originate in a school hallway. The violence of *associated* school violence perpetrators, who are generally seeking a particular target at the former school, occurs mostly (57%) in a school hallway. In contrast, offenders without specific individual targets such as *non-associated* school violence perpetrators began their assaults just inside school grounds (80%), but, frighteningly, 20% were able to do so actually in a school classroom.

Lesser Locations of Events Origination

Slightly fewer locations of school violence incident origination are areas on the K–12 school campus, but outside of classrooms. Chart 3.11 examines the percentage of school violence incidents which occurred in cafeterias, gyms, bathrooms, and even school buses.

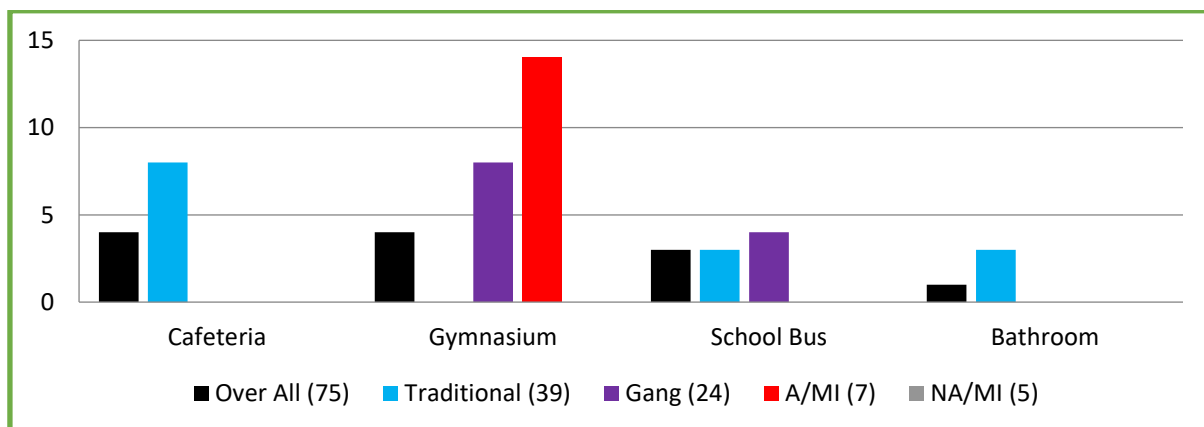


Chart 3.11. Lesser Locations of Incident in School

Overall, 12% of the events examined occurred inside school buildings, but not in actual classrooms. Significant percentages (8%) of *traditional* school violence perpetrators began their violent acts in K–12 school cafeterias and another 6% between school bathrooms and school buses. The *gang-related* school violence perpetrators began a significant percentage of their violence in school gymnasiums (8%) and on school buses (4%). Interestingly, the *associated* school violence perpetrators began their acts of violence in gymnasiums at 14%. This is due to the fact that many of their targets, former coaches or principals, are often ultimately found in this location. As would be expected, having no specific target, the *non-associated* school violence perpetrators did not begin any of their violence in these locations.

Length of Incident in Minutes

While any length of time when one is involved in a violent event can seem like a lifetime, most school violence incidents are very short in duration. The following is an overview of the length of time in minutes for the 78 incidents studied.

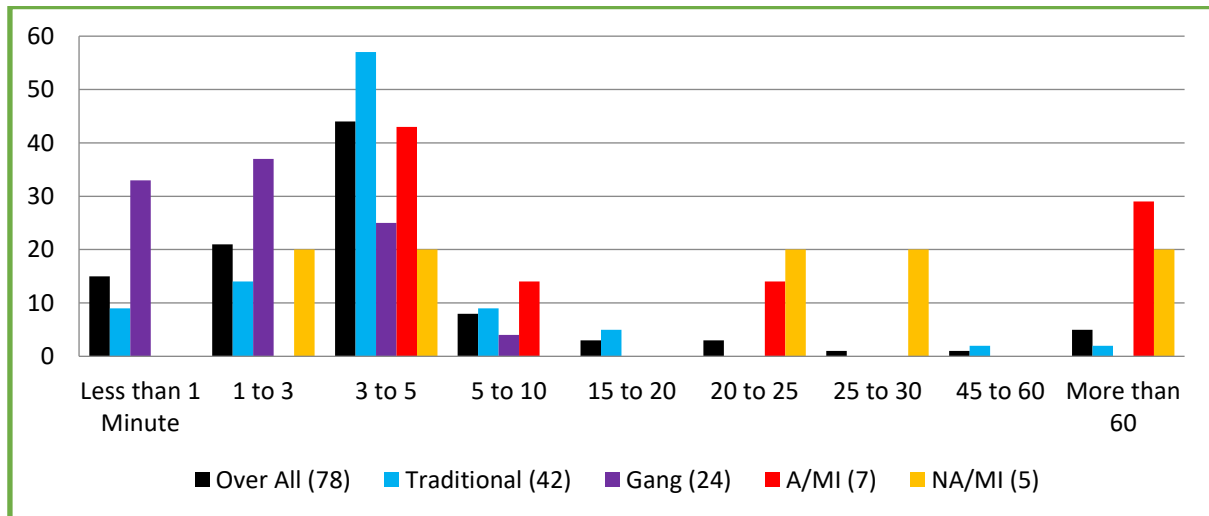


Chart 3.12. Length of Incident in Minutes

Overall, 36% of the events studied lasted less than 3 minutes, with a very significant amount lasting less than one minute (15%) (see chart 3.12). The *traditional* school violence perpetrators were found to have events that lasted 3 to 5 minutes for the most part (57%), but 2% lasted more than an hour. These events unusually involved the taking of other students hostage. *Gang-related* school violence perpetrators, for the most part, were the offenders whose acts of violence were extremely quick events, with 70% at less than 3 minutes. The *associated* school violence perpetrators had longer durations at 3 to 10 minutes in 57% of the incidents. This group also involved events that lasted longer than an hour in 29% of the incidents. The *non-associated* school violence perpetrators were the highest in the category of lasting for more than an hour at 29%.

Number of Shots Fired

In another attempt at examining the full extent of school violence incidents, the actual number of shots fired during an event was collected. As with many aspects of this research, obtaining accurate data in this regard is difficult. The following gives an overview of this information.

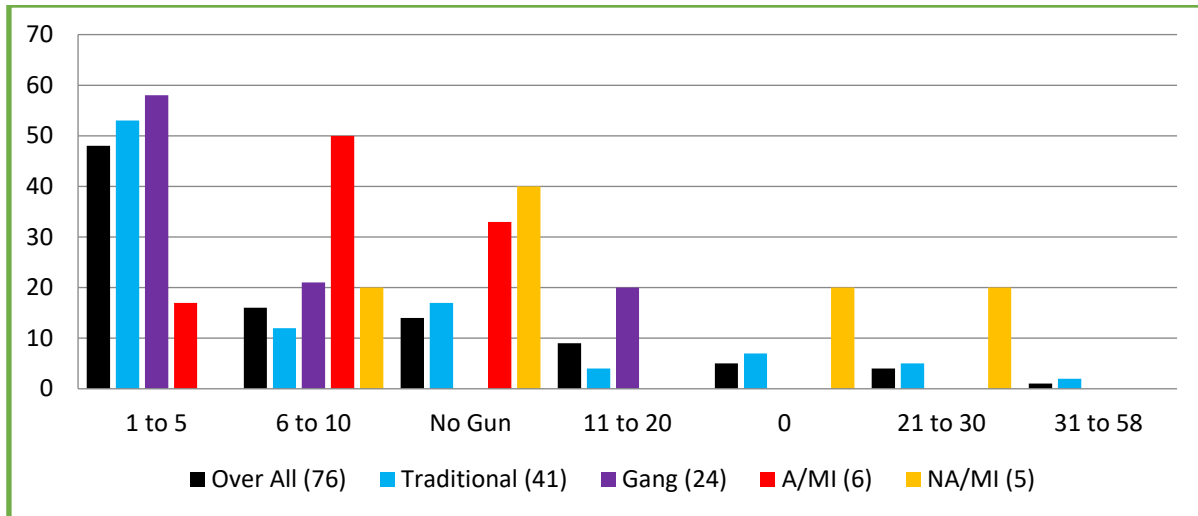


Chart 3.13. Number of Shots Fired

While even one shot fired is too much, approximately half (48%) of the incidents studied resulted in only 1 to 5 shots being fired (see chart 3.13). Also a firearm was not used in 14% of the incidents. The *traditional* school violence perpetrators fired between 1 and 5 shots in 53% of their incidents and used no firearm in 17% of their incidents.

Gang-related school violence perpetrators were much more likely to use a firearm and fire between 1 to 20 shots during an incident. This was true in 99% of the incidents examined. Given the weapons of choice most often of this type of offender this is not surprising. The *associated* school violence perpetrators fired 6 to 10 shots at 50%, but also used no firearm in 33% of their incidents. The *non-associated* school violence perpetrators were the group least likely to use a firearm at 40%, but were also the group to fire 31 to 58 shots 20% of the time when they did use a firearm.

How Did Incident End?

Several interesting trends are discovered in examining how the school violence incidents examined in the study ended. Chart 3.14 offers an overview of how the events studied ended in the cases of the four types of school violence perpetrators examined.

Overall, approximately half (49%) of all incidents ended with the perpetrators fleeing the scene of the crime and being apprehended by law enforcement at a later time. Other types of conclusions such as being apprehended or surrendering at the scene were almost evenly distributed from 4% to 14%.

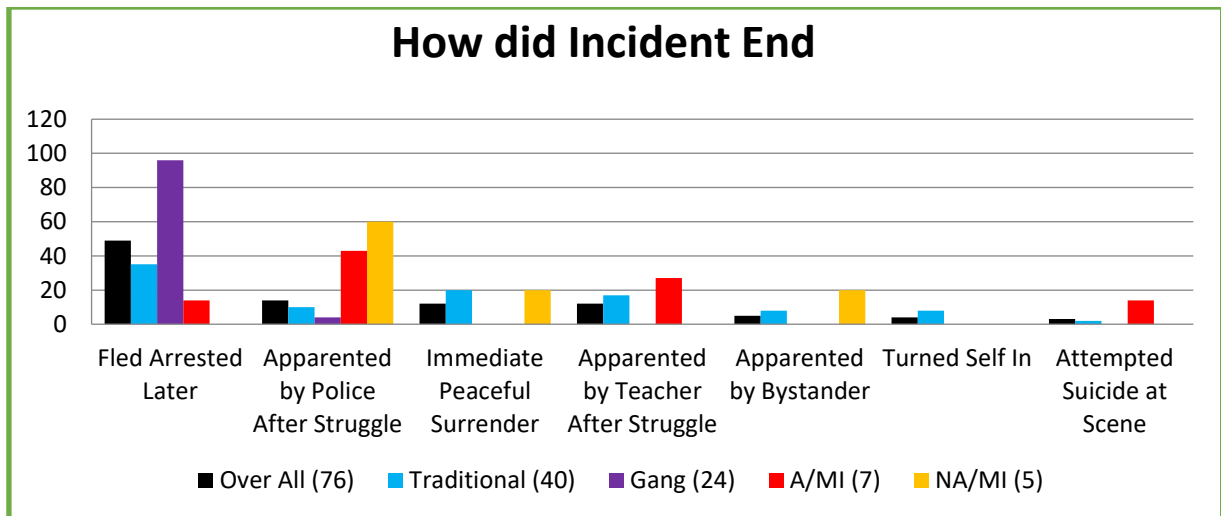


Chart 3.14. How Did Incident End?

The violence perpetrators were involved in all types of conclusions with 35% fleeing, but 20% surrendering peacefully after committing their act.

Not surprisingly, *gang-related* school violence perpetrators fled and were arrested at a later time in 96% of the incidents examined. It is interesting that the final two types of offenders were almost always apprehended at the scene of the crime. The *associated* school violence perpetrators did flee the scene in 14% of the incidents, but were apprehended by law enforcement, teachers, or bystanders in 70% of the incidents reviewed. They were also the only group which attempted suicide at the scene at 14%. The *non-associated* school violence perpetrators followed this same trend at 100%.

SUMMARY

Most violence events at schools are going to occur because the target or targets of the offender are there and can be easily located. This is true for all types of offenders except *non-associated* types. This group is different only because they see the entire school as a target for various reasons. Interestingly, the vast majority of school violence perpetrators are going to ultimately inform authorities and others of why they committed their act and why the school location in which to do it was chosen.

When it comes to planning periods, the majority of school violence perpetrators plan for less than 24 hours, but offender types such as *non-associated* may be considering attacking a school for over a year. Once they occur, 87% of all school violence incidents will be less than 10 minutes in duration, but a small percentage will last more than an hour if hostages are involved.

Most incidents involved the firing of 1 to 10 shots, but a significant percentage of incidents do not use a firearm at all, this is especially true for *non-associated* offenders who often attack schools with vehicles or other legal items such as baseball bats and propane tanks.

A school violence event can begin anywhere at any time, but security measures should be based on the various types of school violence perpetrators in that they all pose different types of threats. *Traditional* and *gang-related* offenders will already be in the school, but the *associated* and *non-associated* will be seeking to enter the school. Certain types of offenders will often commit their violent acts in certain locations. The *gang-*

related and *associated* types of offenders seem to find many of their targets in school gymnasiums, while those with no targets will simply attack the entire school property.

A great deal of school violence is gang related, but much more is not. Obviously *gang-related* offenders are going to commit the majority of gang-related crime on a school campus. It is almost 50/50 whether a school violence perpetrator will inform others of their intent to commit an act prior to doing so. In many cases, juveniles often think classmates are just exaggerating their thoughts and older individuals may think that their counterparts are just letting off steam.

Most school violence perpetrators will not have any co-conspirators. If they do exist, they are most often involved in the aspect of assisting in the obtaining of weapons to be used. They will most often act alone, but *gang-related* offenders are more likely to involve more than one perpetrator in most of their events.

Most perpetrators will have at least one person as a target in their minds whether it is on an actual piece of paper or simply in their minds. This is the truest for *associated* offenders. As would be expected, the *non-associated* did not have any particular individual in mind as a target. Most offenders are going to have at least one target in mind when they decide to commit a violent act on a K–12 school campus. A significant percentage will also have random targets in mind, this being the case with *non-associated* types of offenders.

Most school violence perpetrators flee the scene after the completion of their act of violence to be arrested at a later time. The gang members drive this percentage the most given their types of crime. The *associated* and *non-associated* offenders are interesting in that they have the highest percentages in offenders who are captured at the scene of the offense by teachers, students, or bystanders.

4

WHO IS THE PERPETRATOR?

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

A lot of people seem to want to always put people in neat boxes and categories so they can easily demarcate acts in to various levels of stratification, such thinking is counterproductive, and useless.

—BM/15/1988 (opened fire at several teachers with a semiautomatic pistol)

With regards to bullying. I was not bullied in high school but in grade school. They were afraid of me. I had no outside group to associate with. It might of helped if I did. At the time I was not emotionally abused but was in the past and was scared of my father. I felt I was wronged by school officials for making me go to school. I did not have the option to quit school. I was often under the influence of over-the-counter pills (Max Alerts). With regards to consequences, I expected to be killed that day. I didn't care about any consequences. Just to clarify, after I was arrested and on the way to jail, I knew my life was over and would spend the rest of my life in prison. It wasn't until about an hour later after I was put into a cell and hearing about my crime on tv in the background that it really hit me what I had done. It was then I felt remorse and anguish over it.

—WM/17/1995 (used .22 caliber rifles to shoot two students and fatally shoot a freshman student)

Feeling that my sexuality was being questioned: And it wasn't that I questioned my orientation. I felt confused because I had been sexually abused by a male. And I felt VERY, VERY, angry. The state of mind, once the decision is made, is quite calm. And since part of the reason for my act was reacting against overbearing and unfair authority, I had thrown out all such controls. It was a very "free" state, albeit at the same time out of control. And no thought at all for realistic consequences.

—WM/14/1986 (failing a class, tried to kill the teacher, but shot and killed her substitute and injured a vice principal and two other students)

INTRODUCTION

This chapter examines the personal characteristics of the four types of school violence perpetrators discussed in this book. Their connection to the school involved and physical, environmental, and educational characteristics will be explored. As with all chapters in part one of this book, the information below was derived from descriptive data (165 variables) from publicly available secondary sources (e.g., news reports, journal articles, court transcripts, and case studies) that were collected for 78 identified currently incarcerated perpetrators and their events. In addition, demographics, state-level variables, characteristics of events, victims, prosecution, weapons, family, school, peers, and so forth were also collected.

CONNECTION TO SCHOOL

It is assumed by many that most school violence perpetrators are current students at the school in which they commit their acts, but in reality, offenders can have many different connections to a school. The following is an overview of the connection that the 78 offenders in this study had to the school in which their act of violence was committed.

Relationship to School

Chart 4.1 details the relationship, or lack thereof, between the perpetrators and the school violence events examined in this book. Interesting findings remind that schools and school property can be vulnerable to a multitude of types of offenders. This is yet another area which is difficult in obtaining accurate information—if the event was not carried out by a currently enrolled student, why a school was chosen can be very blurry in mixed police and media reports.

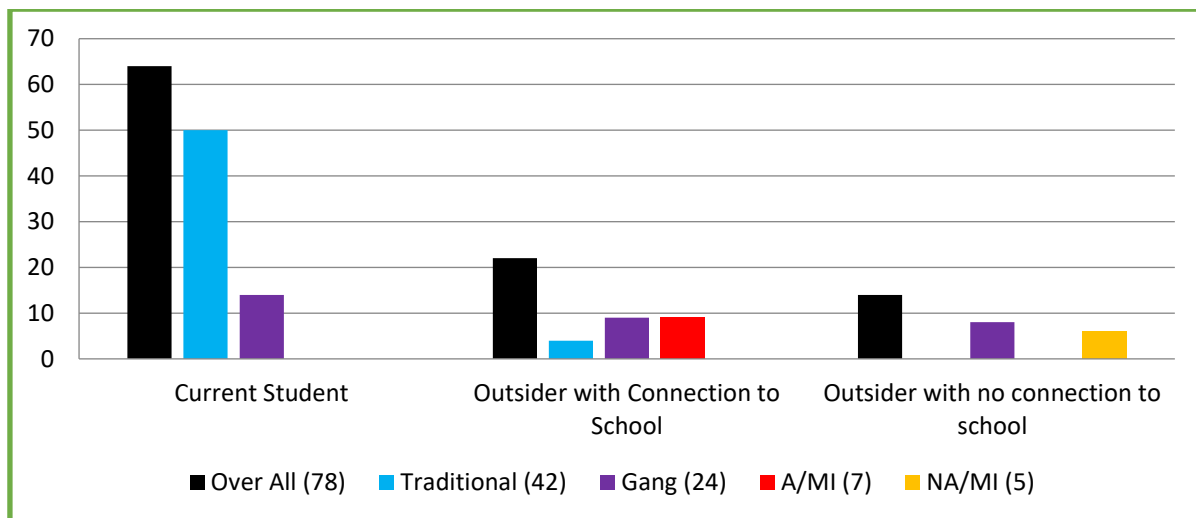


Chart 4.1. Relationship to School

Interestingly, overall, only 64% were current students who were involved in a school violence event. The remaining 36% were either outsiders with some past connection to the school or outsiders with absolutely no connection. As would be expected, the *traditional* school violence perpetrators made up most of the current students, but that was only at 50%. The other 4% were *traditional* type offenders who had been suspended or expelled and returned to their school for an act of violence.

Given the lifestyle of the *gang-related* school violence perpetrators, it is not surprising that they would have almost evenly distributed percentages across all types of relationships (14% to 8%). This was due to the fact that often these offenders would go to another school than their own in order to attack a rival they knew. Also, many of these events involved robberies, so often the school grounds were simply a location for potential victims, usually students waiting for rides after school or school event.

The *associated* school violence perpetrators were, by definition, most likely (9% of total population) to be former students who returned to take revenge against a former teacher, athletic coach, or principal. And, again, by definition, the *non-associated* school violence perpetrators were outsiders with no connection to the school. They most often select the school as simply a symbol which they wish to attack in order to cause the most damage and harm.

DEMOGRAPHICS

The following is an overview of the physical, environmental, and educational characteristics of the offenders in this study. These characteristics are detailed by the four types of school violence perpetrators in this book.

Physical Characteristics

First is an overview of the physical characteristics of the school violence perpetrators. The physical characteristics of the offenders are examined in regards to age, sex, race, and body build.

Age of Perpetrator

As has been discovered in many areas, the age of the various types of school violence perpetrators coincide with what might be expected given the type of offender and their acts.

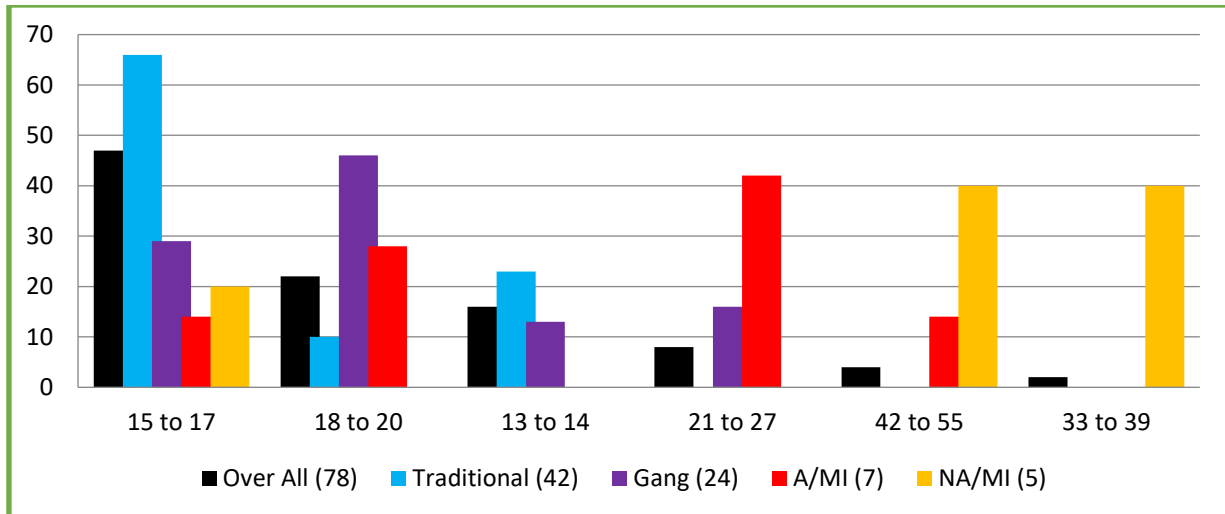


Chart 4.2. Age of Perpetrator

Overall, approximately half (47%) of the school violence incidents examined were committed by 15 to 17-year-olds, although a significant percent of schools (6%) were attacked by individuals that were 30 years old or older. The *traditional* school violence perpetrators drove the percentages in the 15 to 17-year-old category and had 23% at the younger age of 13 to 14 years old. The gang related school violence perpetrators drove the 18 to 20-year-old group at 46%, but also had very significant percentages at 15 to 17 at 29%.

The *associated* school violence perpetrators had an interesting trend in that 42% were 21 to 27, as would be expected not being in school, but they also had 14% at the 15 to 17 age group. In closer examination of these individual cases, this is due to the fact that a hidden trend of students who were forced to be placed in home or alternative schooling environments would return to their former school to commit an act of violence.

The *non-associated* school violence perpetrators were 80% at 33 years old or older, but again, 20% were in the 15 to 17 age group. This, again, was due to “school age” individuals being forced out of their own school and deciding to attack another school for other reasons.

Sex of Perpetrator

The next demographic examined was the gender of the offenders reviewed. While the findings were generally what would be expected, one trend in regards to female offenders was interesting.

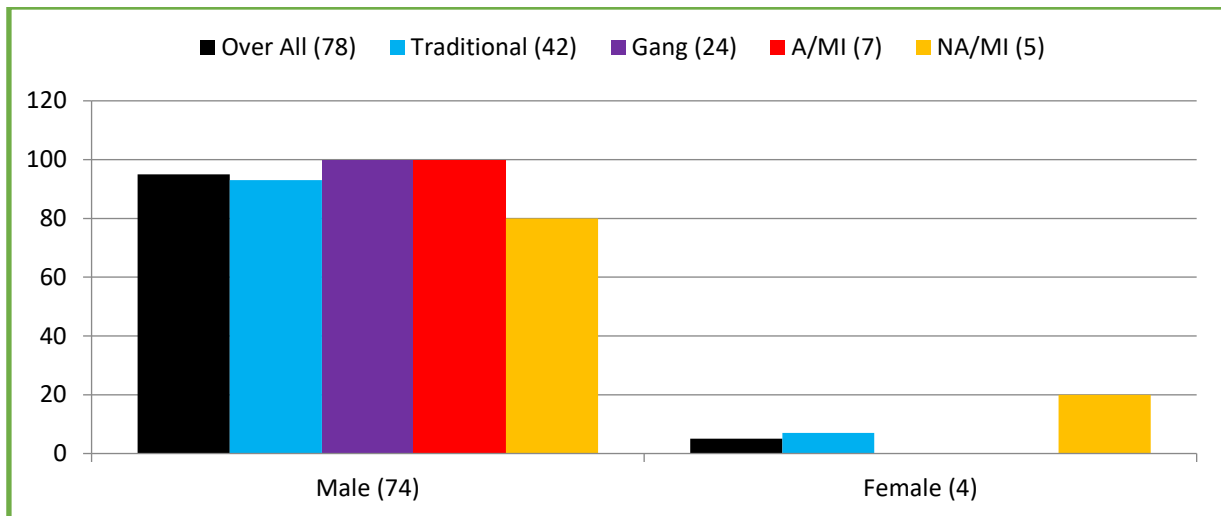


Chart 4.3. Sex of Perpetrator

Overall, as would be expected, 95% of the school violence perpetrators were male, but a significant percentage (5%) were female (see chart 4.3). The *traditional* school violence perpetrators were at 93%, but did have 7% involving female perpetrators. The *gang-related* school violence perpetrators were at 100%, which is expected, as was the *associated* school violence perpetrators. The *non-associated* school violence perpetrators had the highest percentage of females involved in a school violence event at 20%.

Race of Perpetrator

Next the racial makeup of the school violence perpetrator sample was examined to explore any potential trends.

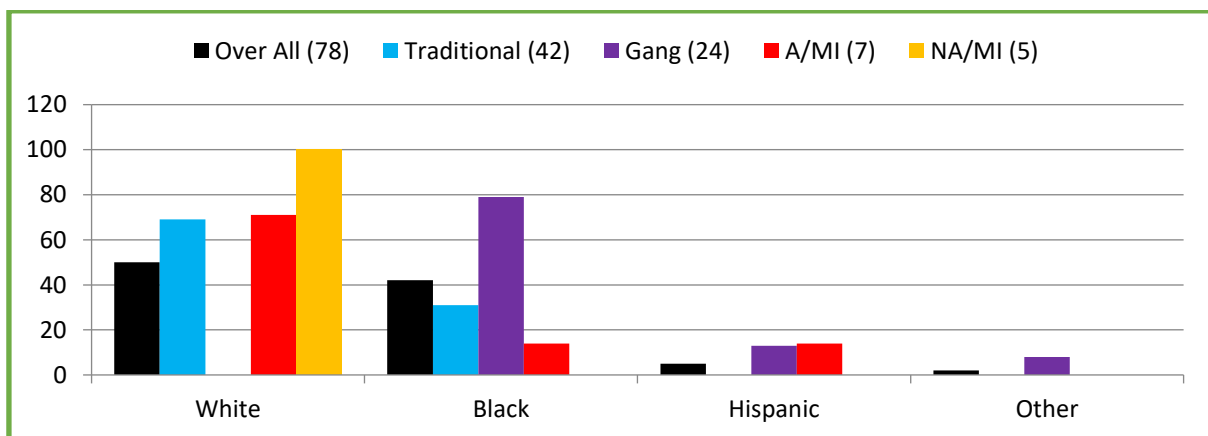


Chart 4.4. Race of Perpetrator

Overall, half (50%) of the school violence perpetrators were white, while the other 50% were distributed over the other racial types. The *traditional* school violence perpetrators were found to be white in 69% of the events and 31% were black in this sample. No *gang-related* events were committed by white individuals. The *associated* school violence perpetrators were

one of the few types of offenders to be white (71%), black (14%), and Hispanic (14%). Interestingly, the *non-associated* school violence perpetrators were white at 100%.

Body Build of Perpetrator

While very difficult to determine in many cases, the body build of the offenders was included in this study to add to the other sections of the book discussing the physical appearance of school violence perpetrators.

As would be expected, the overall body type was found to be average at 45%, but there were significant percentages in the thin/slight category (23%) and overweight category (10%) (see chart 4.5). The *traditional* school violence perpetrators were found to follow this trend with 43% being described as average build and 34% as being very thin/slight. The *gang-related* school violence perpetrators were average at 65%, but thin/slight at 17% and athletic at 9%. *Associated* school violence perpetrators were all either average (50%), athletic (17%), or overweight (33%). The *non-associated* school violence perpetrators were either average (50%) or thin/slight (50%).

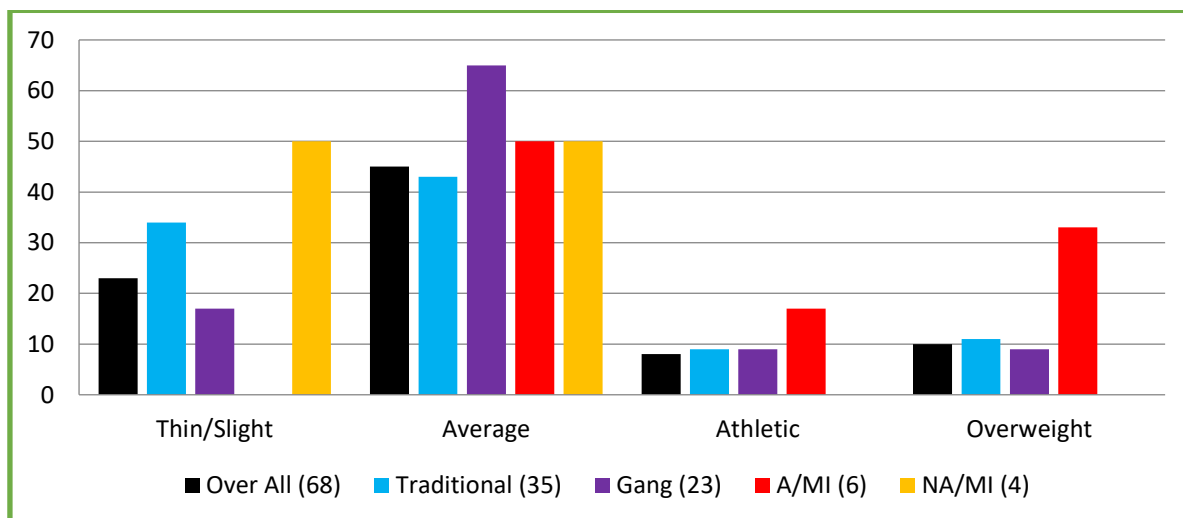


Chart 4.5. Body Build of Perpetrator

Environmental Characteristics

Second is an examination of the environmental characteristics of the perpetrators. This section was difficult to research as well given the various vague and subjective reports that were available.

Birth Order of Perpetrator

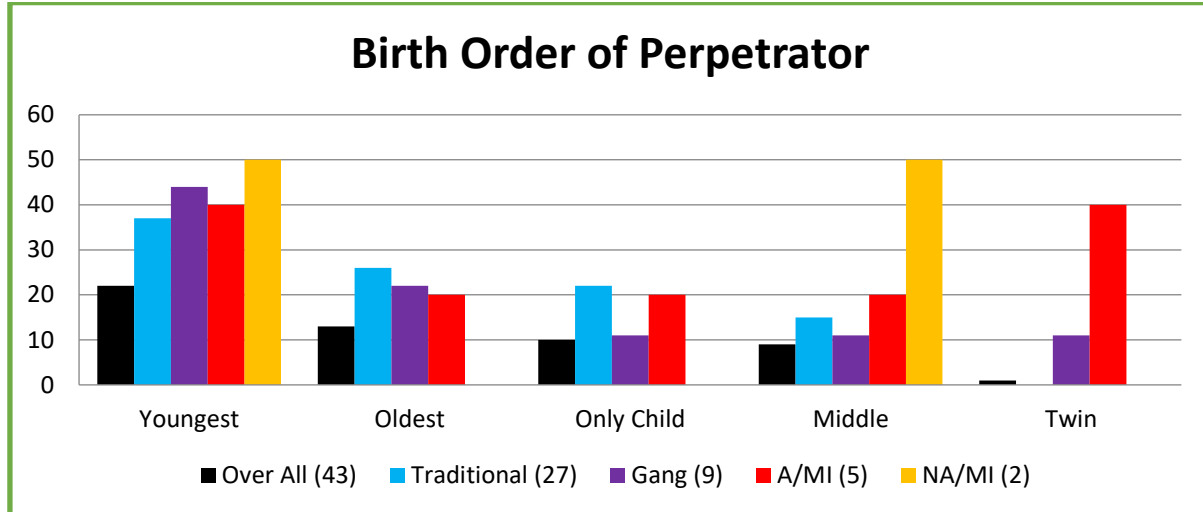


Chart 4.6. Birth Order of Perpetrator

Chart 4.6 is an overview of this type of break down for the types of school violence perpetrators examined.

It should be noted in the spirit of providing accurate analysis that this information could only be ascertained for 43 of the 78 incidents examined (see chart 4.6). Given what was confirmed, overall, 22% of the offenders were the youngest in their family and 13% were the oldest. Interestingly, the *traditional* school violence perpetrators were found to be in all types of birth orders, with very significant percentages being an only child (22%). Of the *gang-related* school violence perpetrators, 44% were the youngest and 11% were twins. The findings that 40% of the *associated* school violence perpetrators were actually twins or the youngest is very interesting. The *non-associated* school violence perpetrators were either the youngest (50%) or middle child (50%) in their families.

Number of Siblings Living with Perpetrator

In addition to investigating the birth order of school violence perpetrators of the various types, the number of siblings living with the offender at the time of their offenses was explored. Again, this was a very difficult topic to investigate given the vague information that is often disseminated about the school violence offender after an event.

Overall, 24% of the offenders had no other siblings living with them at the time of their incident (see chart 4.7). Again, this is based on information confirmed on 53 of the 78 incidents identified. A close second at 19% did have one sibling in the same home. The *traditional* school violence perpetrators led the group with 1 other sibling in their home at 39%. It should also be noted that 11% of this type of offender had 5 or more siblings in their homes as well. The *gang-related* school violence perpetrators were the highest, at 14%, to have 5 or more siblings living with them, but 33% lived without any.

The *associated* school violence perpetrators had no siblings at 60%, and 2 other siblings at 20%. The *non-associated* school violence perpetrators were at 60% for living alone, but 40% did have one or two siblings living with them. This is interesting in that most of these types were much older than the other types of offenders and would be expected to be

living away from family.

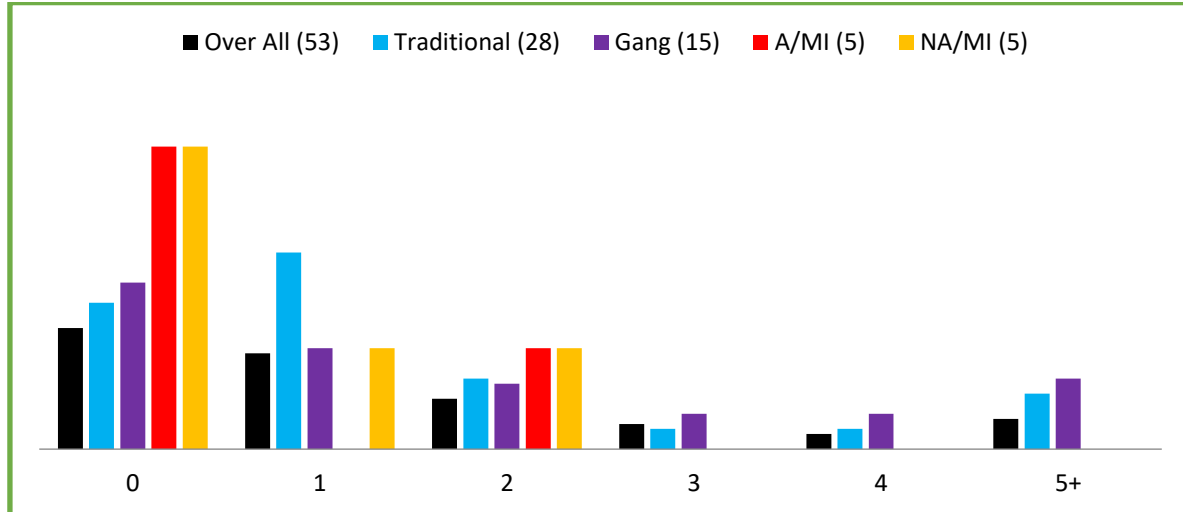


Chart 4.7. Number of Siblings Living With Perpetrator

Socioeconomic Status of Perpetrator

The socioeconomic status of the various types of perpetrators was also examined. Obviously, this is a significant factor in the environmental characteristics of any type of criminal offender.

Not surprisingly, overall most offenders (56%) were living in lower-class socioeconomic circumstances. Although, very significant percentages of offenders were found to be from the middle (23%), upper middle (10%) and upper class (35%) levels. The *traditional* school violence perpetrators were the highest at 47% in lower class situations but a very significant percentage was at the middle and upper-middle-class levels (46%). The *gang-related* school violence perpetrators were the highest in the category of lower class at 92% with only 8% being at the middle-class level. The *associated* school violence perpetrators were evenly distributed at 50% between lower and middle class. The *non-associated* school violence perpetrators were the second highest in the middle-class category (40%), but were the highest (40%) in the upper middle class category.

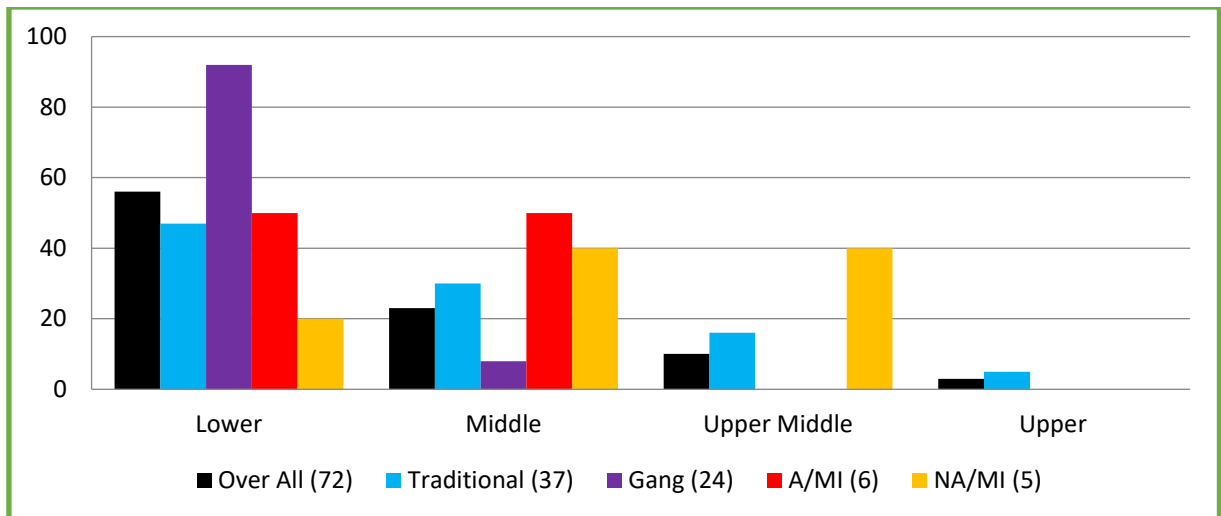


Chart 4.8. Socioeconomic Status of Perpetrator

Educational Characteristics

Finally, a brief overview of the perpetrators' educational characteristics is presented. The educational characteristics of the types of school violence perpetrators examined in this book are explored in many different ways in many different chapters. The following is a brief overview of the years of education completed or grade level for the various types of offenders at the time of the commission of their violent act.

Years of Education Completed

Given the variations in the sample involved in this study, years of education are examined in addition to the grade level of offenders at the time of their offense. Many of those who attack schools and K–12 students are not current students and possibly not in school at all.

Overall, as would be expected, the majority of the offenders had completed 8, 10, or 12 years of education at 21% (see chart 4.9). Although, 10% had only completed less than 7 years of formal education at the time of their act. The *traditional* school violence perpetrators were almost evenly distributed between 7, 8, 9, 10, and 11 years of education. Given the other findings about this type of offender, most were current students and committed acts in their own school. The *gang-related* school violence perpetrators had completed 12 years of education at 33%, but 5% had only completed 7 years. The *associated* school violence perpetrators, as would be expected, had completed at least 10 years of education (17%) and 67% had finished 12 years (whether they actually graduated or not).

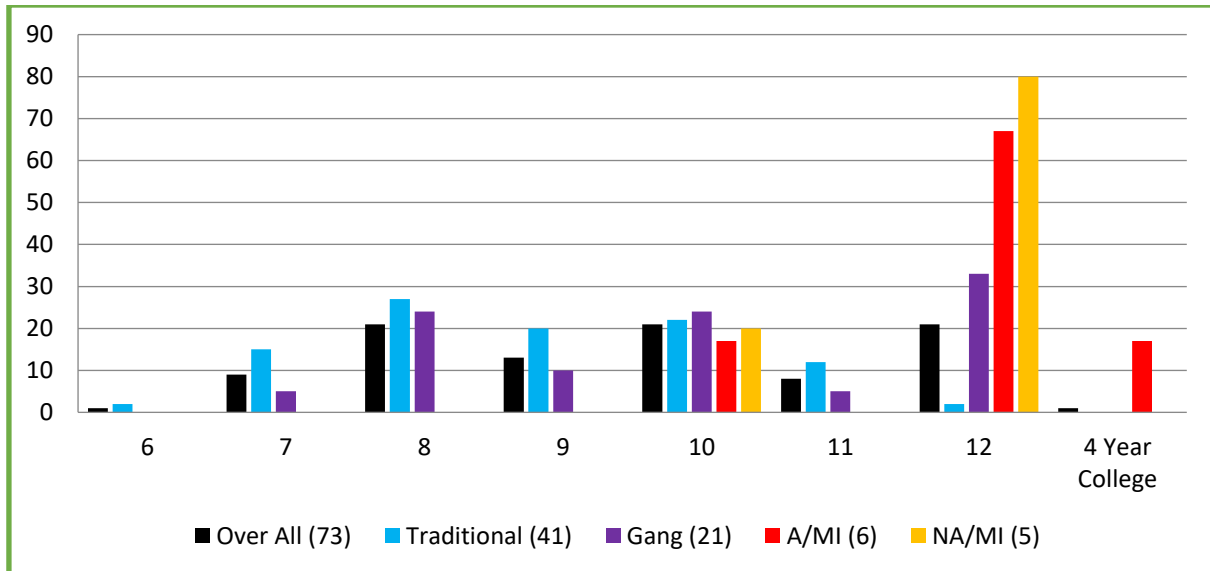


Chart 4.9. Years of Education Completed

The group also saw the only group to have actual 4 years of college education at 17%. The *non-associated* school violence perpetrators all had at least 10 years of education or above at 100%.

Grade at Time of Incident

As a way to confirm the above findings, the grade at the time of violence was ascertained for this population of school violence offenders. This percentage coincides with what was discussed above.

Overall, it is obvious that the 9th (19%) and 11th (18%) grades are periods in a person's life where significant violence can occur. There are significant percentages at all grades in high school, even 10% occurring before high school in the 7th and 8th grades. The *traditional* school violence perpetrators were the highest as freshman (28%), but very significant percentages before and all through the high school years.

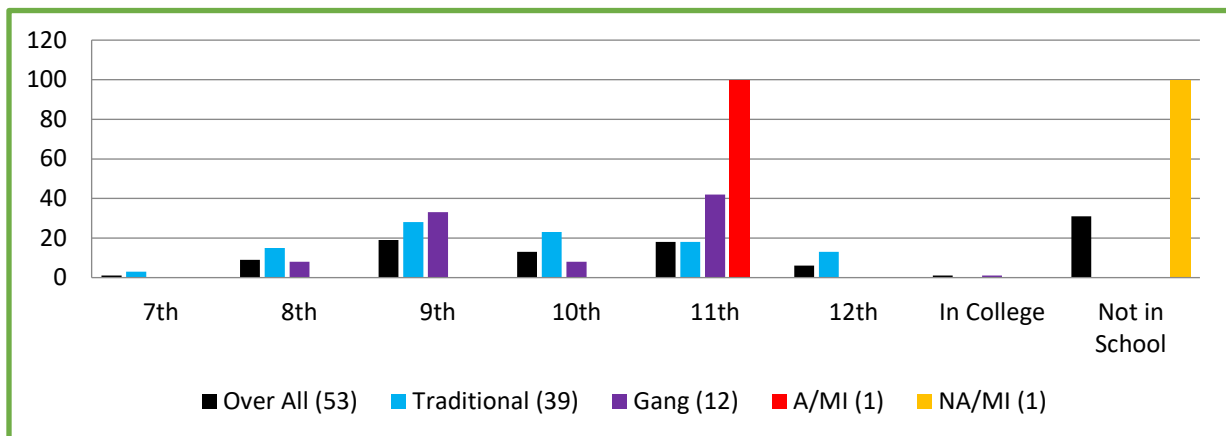


Chart 4.10. Grade at Time of Incident

The *gang-related* school violence perpetrators were the highest in the 11th grade, but very significant percentages were freshmen (33%) as well. The *associated* school violence perpetrators' percentages are very unique in that, of those who came back to attack someone at their former school, 100% of them in this study had dropped out or been forced out in the 11th grade. Of the *non-associated* school violence perpetrators, 100% were not in school at the time of their violence.

SUMMARY

Individuals who commit acts of violence in K–12 schools can have many different connections to that school. It can be where a fellow classmate one is having problems with is, or it can be a place for potential robbery victims in the parking lot. It can be the place of one's first failures in life, or it can simply be a symbol which one resents. The relationship and reason a certain school is chosen for a violent attack can be a complicated issue. Ultimately, why the school was chosen will be in the mind of the offender, but schools provide attractive targets to some. Current students will know where their rivals or bullies are and *gang-related* students will know where rival gang members are. The *associated* offenders will know where their former teacher or coach is and the *non-associated* will know there are many young lives in that building.

The ages of the individuals in this study ranged from 13 to 55 years of age. *Traditional* perpetrators are generally the *traditional* school age, while *gang-related* offenders are often slightly older. The *associated* and *non-associated* offenders are interesting in that they can be any age. Many individuals are forced out of the *traditional* school setting by being expelled, suspended, or placed in home or alternative schooling situation. They sometimes see the original school as the source of their initial failure or mistakes and return for some type of revenge.

The vast majority of school violence perpetrators in this study were male, but a very significant percentage of *non-associated* type offenders were females. Approximately half of the perpetrators were white with the other half distributed across the other racial groups. It is often expected that the *traditional* offenders will be almost always white, but a very significant percentage in this study were black. The *non-associated* individuals who attacked

a school without provocation of any kind were 100% white.

Determining the body type of school violence perpetrators at the time of their offense is difficult at best. Descriptions are very vague and subjective in reports. As expected most were average in build, but significant percentages were thin/slight and overweight.

The offenders examined were found to be at all levels of birth order in their families. The most were the youngest in their families, but significant percentages were also found to be the oldest as well. Most offenders did not have any other siblings in their home at the time of their incident, but a significant percentage did have up to 5 or more. The *gang-related* offenders were the most likely to have a large number of siblings living with them at the time of their violence.

Not surprisingly, most school violence offenders are going to come from lower socioeconomic situations, but very significant percentages are found in the other classification as well as coming from the upper class in the case of *traditional* shooters.

As would be expected, most of the school violence perpetrators examined had between 8 and 10 years of education completed at the time of their violence. Given that most were current students and freshmen, sophomores, or juniors, this would make sense. While all grades are important in a student's life, the 9th and 11th grades seem to be extremely trying. These grades find the most violence by current students. Even those who return to harm someone at their former school appear to have dropped out or been forced out in the 11th grade.

5

PERPETRATOR'S TRAITS AND ISSUES

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

Suffering some mental health problem but unaware of it himself. A bully, but doesn't view himself that way. Geek, nerd, weirdo aren't really "Negative [sic] labels": Everyone's in a clique, but don't consider it a gang. Every kids fighting with another student/group and they all feel punished unfairly by parents, usually just teen angst/drama.

—WM/14/1998 (fatally shot a teacher and wounded another and two students at a school dance)

I had been relentlessly picked on and bullied, both physically and mentally and I felt totally powerless. But when you discover that it's nothing you can do to remove the spotlight from off you in their (the bullies) eyes then you get more perplexed, then later angry and confused, then frustrated. After a while of being frustrated, then anger returns like a brutal cold rain, which matetes [sic] to various levels of rage which can't be contained in a cage for long before it's transformed into some sort of action. If I had known or even contemplated my actions fully and the full ramifications of my actions (the stress and embarrassment and shame and pain and humiliation) caused to my mom and other families, I know I would not have done this crime nor would I have killed myself or anyone. I most likely would have found or discovered another route, or solution to solve my problems.

—BM/15/1988 (opened fire at several teachers with a semi-automatic pistol)

One thing I notice it never be the ones that have bad behavior in school that pull things like what John did, it always be a smart, quiet student that you think would not do that, so the teacher be looking at the wrong student for behavior problems.

—BM/21/2005 (ambushed a rival 17-year-old gang member with three other males in a school parking lot)

INTRODUCTION

An enormous amount of research has been conducted in attempts to identify or profile a child who is most likely to commit an act of violence. This is no truer than in school violence and disturbance research. Many profiles have been developed over the years, but many of these simply become checklists or charts where people try to place another's behavior into numbers on a sheet of paper. This practice has oversimplified the extremely complex nature of human behavior. Moreover, it has caused a great deal of damage to those who were inappropriately classified or profiled by another.

As with all chapters in part one, descriptive data (165 variables) from publicly available secondary sources (e.g., news reports, journal articles, court transcripts, and case studies) were collected for 78 identified currently incarcerated perpetrators and their events. In addition, demographics, state-level variables, characteristics of events, victims, prosecution, weapons, family, school, peers, and so forth were also collected. This information was used to develop the following overview of the school violence perpetrators' traits and personal issues.

PERSONAL TRAITS AND PHYSICAL ISSUES

The following is an examination of the personal traits and physical issues of the offenders examined in this study. This examination offers interesting and unique findings when it comes to the mental and physical health issues of perpetrators. It will also offer insight into the home and family situations for these offenders at the time of their acts. The aspects of sexual, physical, and psychological abuse will be explored as well. The commonly associated causes of school violence and disturbance such as bullying, disciplinary problems at school, broken relationships, and drug and alcohol abuse are examined. The chapter concludes with an examination of the potential impact that violent music and media may have had upon an offender.

Mental Health Issues

Mental health issues of any type of criminal offender are going to be of utmost concern. When individuals commit serious acts of violence against others, it is natural to assume that some type of mental health problems must be the cause. The following is an overview of possible mental health issues in school violence perpetrators.

Evidence of Prior Mental Health Issues

One of the most current and controversial issues dealing with the potential causes of school violence is the impact of mental health issues and the medication, or lack thereof, being used by juveniles and adults.

Whether there was evidence of prior mental health issues is almost evenly distributed overall between yes (41%) and no (53%). The distinction becomes more evident when a more detailed examination of the types of offenders is conducted. The *traditional* school violence perpetrators follow the overall trend with approximately half (54%) having been identified as having prior mental health issues. *gang-related* school violence perpetrators were found to have no evidence of prior mental health issues in 91% of these incidents.

This finding could be misleading in that many of the individuals involved in this type of violence were from very low socioeconomic situations and were probably not receiving the proper physical health attention, much less mental health. There is a possibility that many in this category simply did not have access to the proper medical or physical assistance to identify any mental health issues.

Not surprisingly, prior mental health issues were found in most *associated* school violence perpetrators (71%) and *non-associated* school violence perpetrators (80%). In a closer examination of these types of incidents, many of these individuals had been under some type of mental health counseling and several had been in mental health facilities as well in their past.

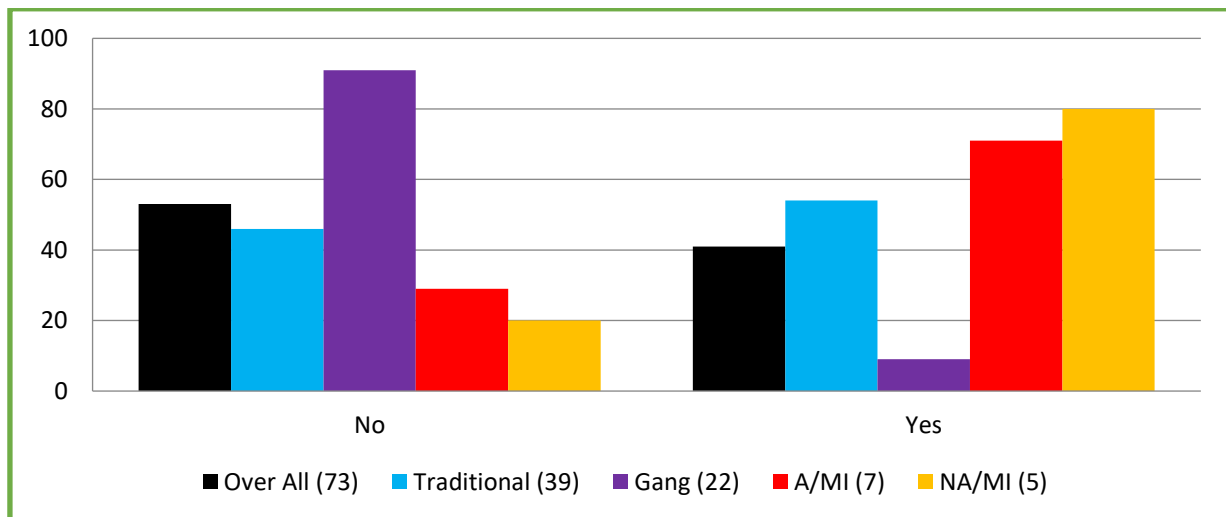


Figure 5.1. Evidence of Prior Mental Health Issues

Taking Medications for Mental Health

Just because an individual has a mental health condition, that does not mean they will necessarily be taking prescribed medication to help them. The following reveals a few interesting trends as to which types of offenders were and were not taking prescribed medication for mental health issues at the time of the offense.

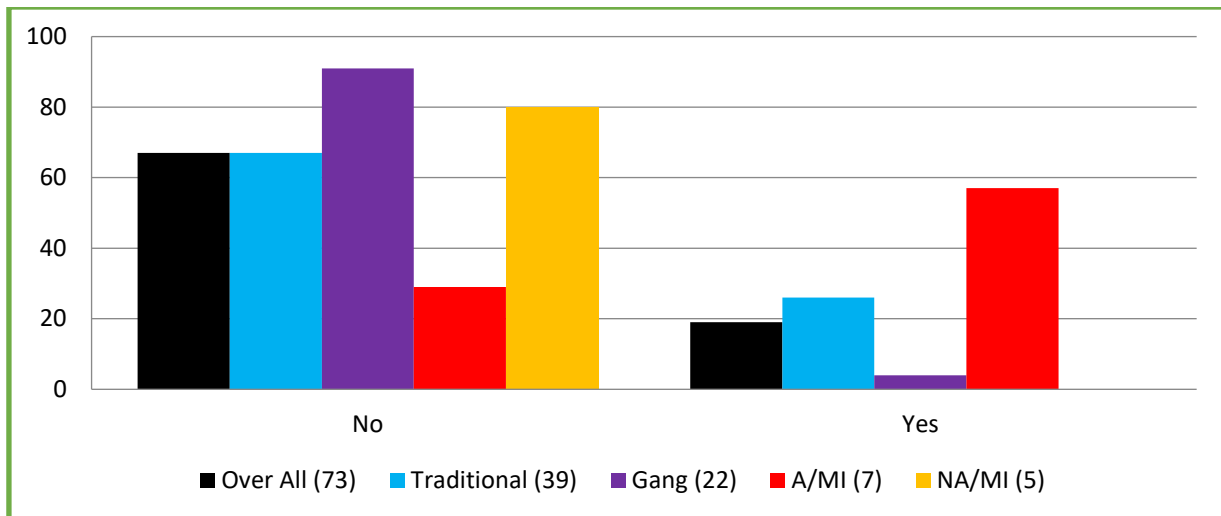


Chart 5.2. Medications for Mental Health

In the majority of the incidents studied overall, 57% of the offenders were not taking any type of medication for mental health issues, but 19% were on some type of medication. This is interesting in that while 41% had some type of former mental health issue, only 19% were on medication at the time of their incident. This trend was the same for *traditional* school violence perpetrators; 54% had prior issues but only 26% were currently taking medication. As stated earlier, *gang-related* school violence perpetrators because of their socioeconomic status may not have had access to proper medical and physical attention therefore they would not have access to these types of medication.

As for *associated* school violence perpetrators, 71% had prior mental health issues and 57% were taking medication at the time of their incident. In contrast, 80% of the *non-associated* school violence perpetrators had prior mental health issues, but none were on medication at the time of their violent act.

Physical Health Issues

In addition to the impact of one's mental health, physical health can be a major contributor to one's positive or negative behavior.

Evidence of Physical Health Issues

Second only to concerns over mental health of school violence perpetrators, physical health issues are a major concern when examining the causes of this type of violence. Chart 5.3 explores this issue for the studied school violence perpetrators.

Overall, the vast majority of the offenders (85%) had no evidence of physical health issues. This trend held consistent across the types of offenders, with only 15% of the *traditional* school violence perpetrators having any issues and *gang-related* school violence perpetrators having none.

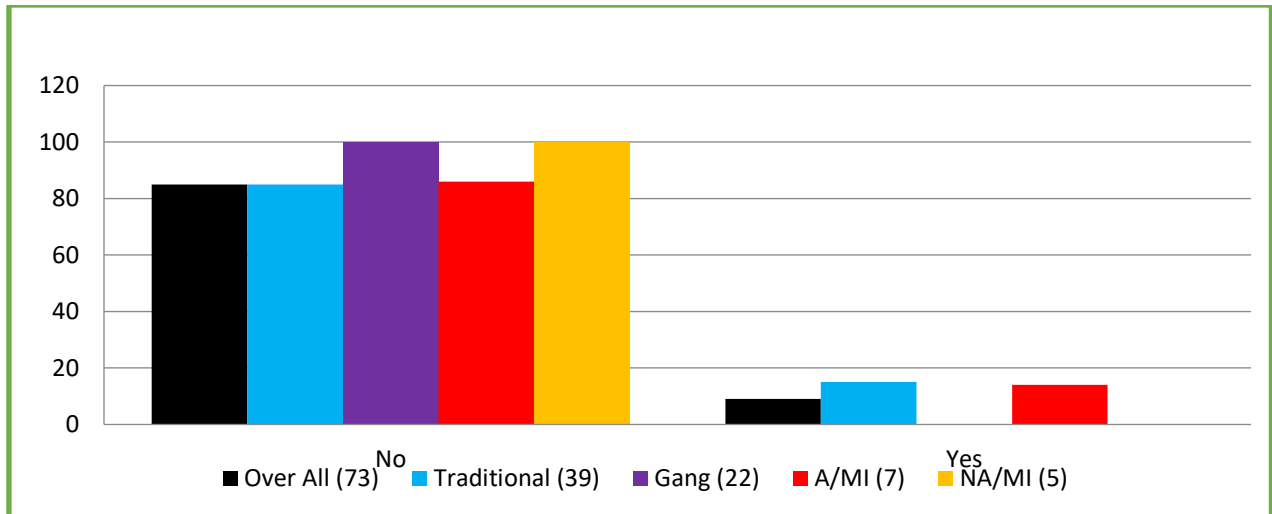


Chart 5.3. Evidence of Physical Health Issues

Again, given the socioeconomic status of most gang related offenders they very often were not able to receive the proper medical attention which might have produced a diagnosis of a physical health issue. While 71% of the *associated* school violence perpetrators reported prior mental health issues, only 14% reported physical health issues. The *non-associated* school violence perpetrators found 80% with prior mental health issues, but none with physical health issues.

Home and Family Life

An area which receives enormous attention when an act of school violence occurs is the home and family life of the offender. Most expect that offenders will come from lower socioeconomic and broken homes. Many expect that the offenders will be in foster care or being raised in any environment except the traditional two married persons. The following is a review of the findings in these areas.

Parental Situation at Time of Incident

Chart 5.4 is an overview of the parental situations for the various types of offenders. Unlike other research findings, overall this study found that a slight majority of all types of offenders lived with two married parents at the time of their act (chart 5.4).

This was the case for *traditional* school violence perpetrators (41%). Of these, 29% were living only with their mother, but only 19% were living in other types of family structures. The majority of *gang-related* school violence perpetrators (35%) were living with a single mother, but 29% lived with the *traditional* two married parents. While not surprising, the majority (43%) of *associated* school violence perpetrators and (75%) *non-associated* school violence perpetrators lived alone. This was primarily due to their age at the time of the incident. Interestingly, 29% of the *associated* offenders lived with a single mother, while 25 of the *non-associated* offenders lived with a single father.

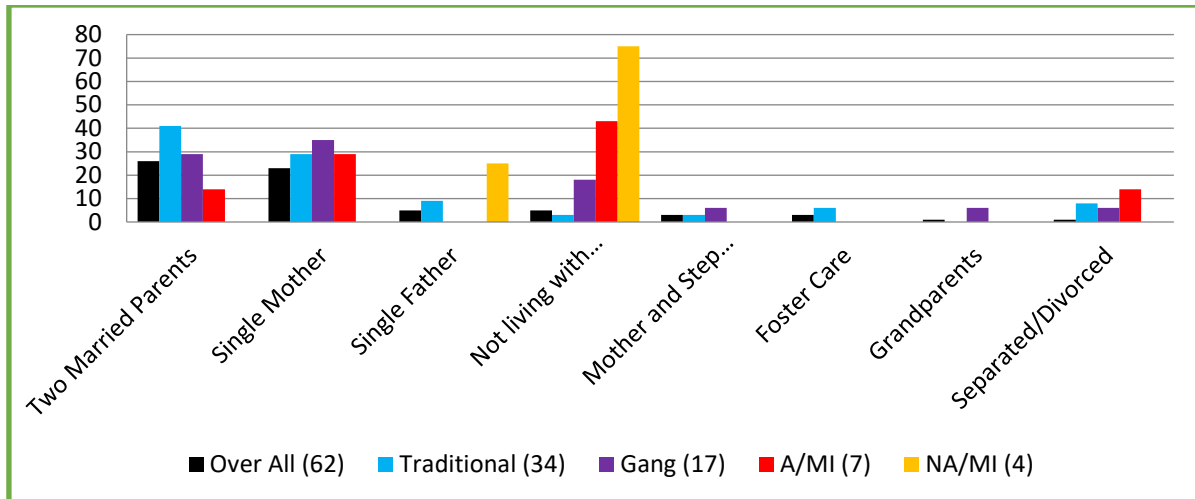


Chart 5.4. Parental Situation at Time of Incident

Evidence of Family Dysfunction

It would be expected that there would be a great deal of dysfunction in the family life of those who result to acts of school violence. This is another area where research is difficult in that much of the information about the family lives of this type of criminal is vague or not reported. Chart 5.5 is an examination of what information was possible to be located for the 78 offenders in this study.

Overall, evidence of family dysfunction was split almost evenly between yes (47%) and no (42%). *Traditional* school violence perpetrators followed this trend finding that approximately half (53%) did have evidence of some type of family dysfunction, but another 47% did not. *gang-related* school violence perpetrators found this to be true as well with 48% reporting some type of dysfunction, but another 52% reporting none. The *associated* school violence perpetrators showed the most unique finding in that 71% had evidence of some type of family dysfunction. The *non-associated* school violence perpetrators followed the first two types of offenders with 50% yes and 50% no.

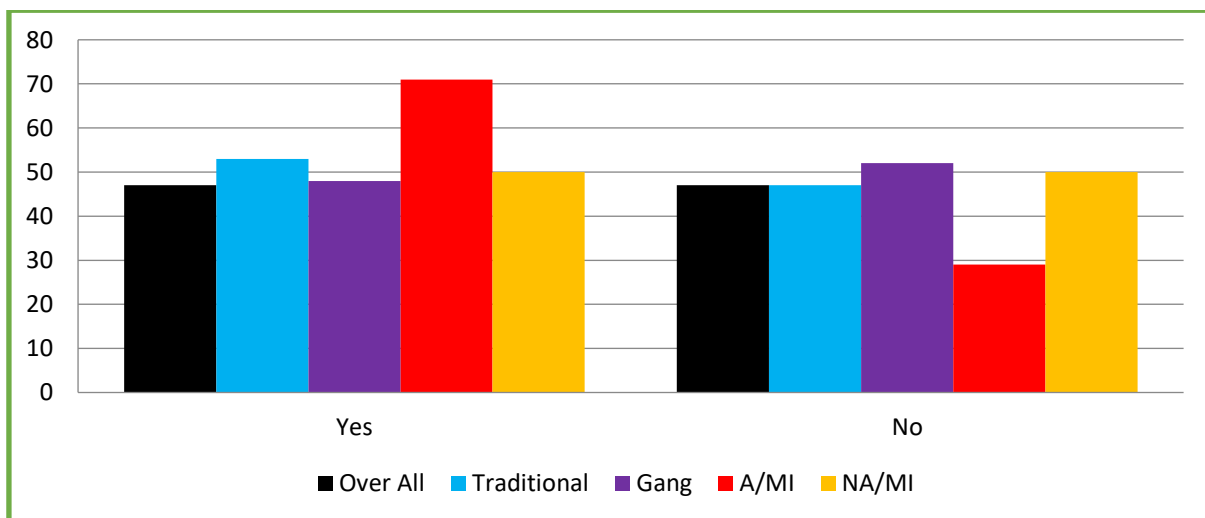


Chart 5.5. Any Evidence of Family Dysfunction?

Evidence of Physical Parental Abuse or Neglect

Along the lines of dysfunction in the family setting for offenders, evidence of physical abuse or neglect was investigated as well.

Overall, only 27% of these offenders had evidence of being physically abused or neglected by a parent (see chart 5.6). This trend of a relatively small percentage was true for three of the four types of offenders in this study. *Traditional* school violence perpetrators had evidence of physical abuse or neglect by a parent and *gang-related* school violence perpetrators had it in only 27%.

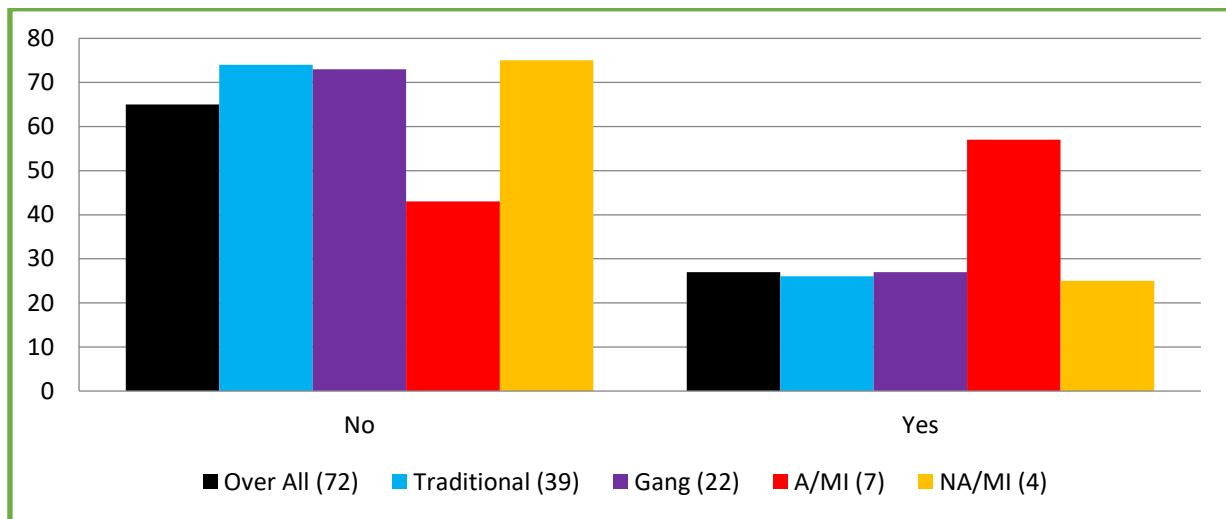


Chart 5.6. Any Evidence of Physical Parental Abuse or Neglect?

The one group that did have a large percentage of situations where physical abuse or neglect by a parent was evident was the *associated* school violence perpetrators at 57%. The final group of *non-associated* school violence perpetrators followed the earlier trend at 25%.

Evidence of Sexual Abuse

As discussed and examined in several parts of this book, sexual abuse is a major factor in the negative behavior of individuals, this is especially true for juveniles. Chart 5.7 is an overview of information obtained in regards to the sexual abuse of the four types of school violence perpetrators examined.

As with physical abuse or neglect, overall most offenders (91%) had no evidence of sexual abuse in their past (see chart 5.7). This was true for *traditional* school violence perpetrators at 97% and *gang-related* school violence perpetrators at 95%. As found in other areas, the *associated* school violence perpetrators seem to have had a great number of these issues in their lives. Forty-three percent had evidence of sexual abuse in their past at the time of their offense. The second highest group of offenders at 25% was the *non-associated* school violence perpetrators.

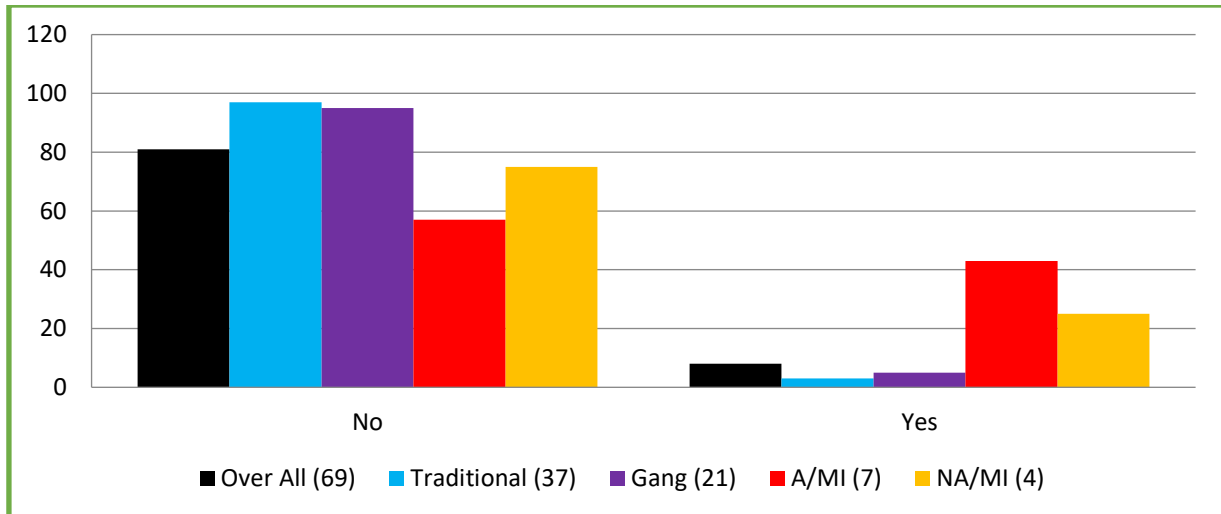


Chart 5.7. Any Evidence of Sexual Abuse?

Marital Status of Perpetrator at Time of Incident

Normally, considering the marital status of a school violence perpetrator would not be necessary and their being single would be assumed. Given this population of offenders, it was determined that this would be a viable subject to consider.

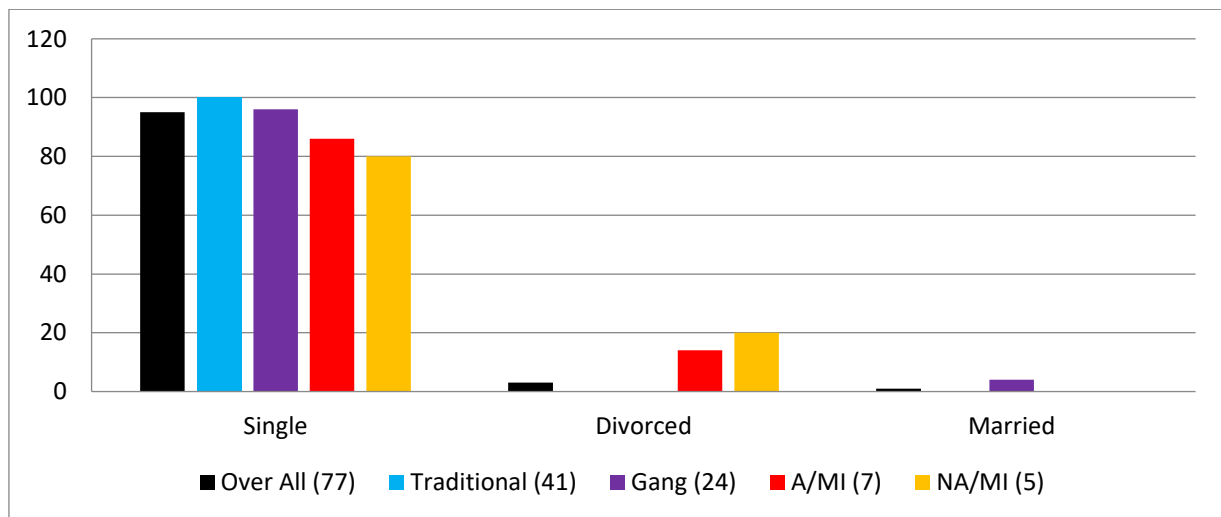


Chart 5.8. Marital Status of Perpetrator at Time of Incident

Given the population involved in this type of crime, it would be expected that very few individuals would be married (see chart 5.8). Overall 95% of the offenders were single with 100% of the *traditional* school violence perpetrators being so. Of the *gang-related* school violence perpetrators, 4% were married at the time of the incident and 14% of the *associated* school violence perpetrators were divorced and 20% of the *non-associated* school violence were divorced as well.

Perpetrator Involved Regularly in Religious Activities

In that historically whether violent juveniles were involved in religious activities or not was studied, this subject was included in this study. Obviously, this is one of the most difficult areas in which to find accurate information. The confirmed findings are explored below.

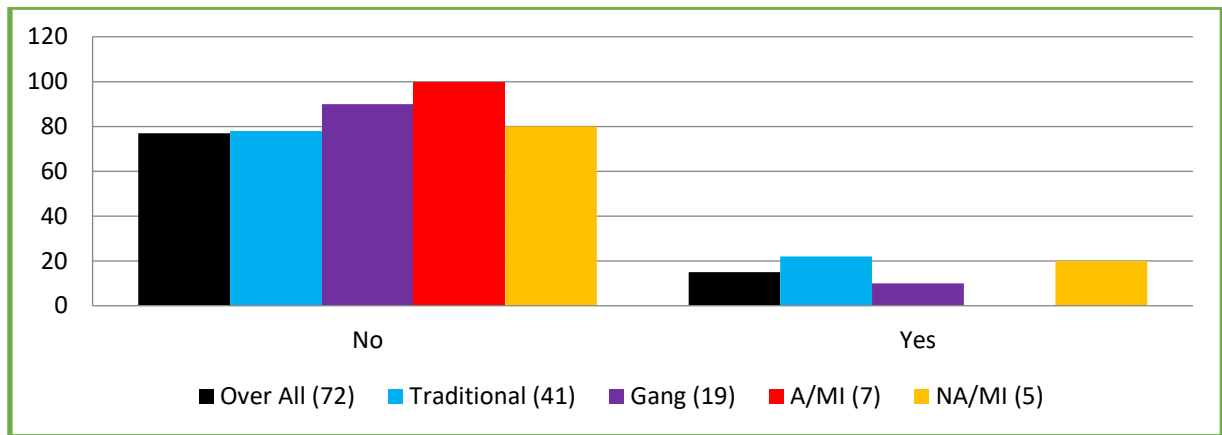


Chart 5.9. Perpetrator Involved Regularly in Religious Activities?

It has been argued by some that taking prayer out of schools is what led to the first stages of violence entering American school houses. While most often hard to determine, there were some incidents where the offenders reported some type of religious activity in their lives at the time of their violent act. Overall the majority (83%) had no evidence of religious activity, but there was evidence of it in 15% of the incidents (see chart 5.9). Of the *traditional* school violence perpetrators, 22% and 10% of the *gang-related* school violence perpetrators had some type of religious involvement. The *associated* school violence perpetrators had no evidence at all, but the *non-associated* school violence perpetrators did in 20% of the incidents.

School Life

Maybe only second to a child's home life, their school life is going to have an enormous impact on their behavior and future.

Evidence of School Disciplinary Problems

Information relating to evidence of school disciplinary problems was easier to confirm given the media explorations of the issues the school violence perpetrator may have had at the time of the incident. The below chart is an overview of those findings.

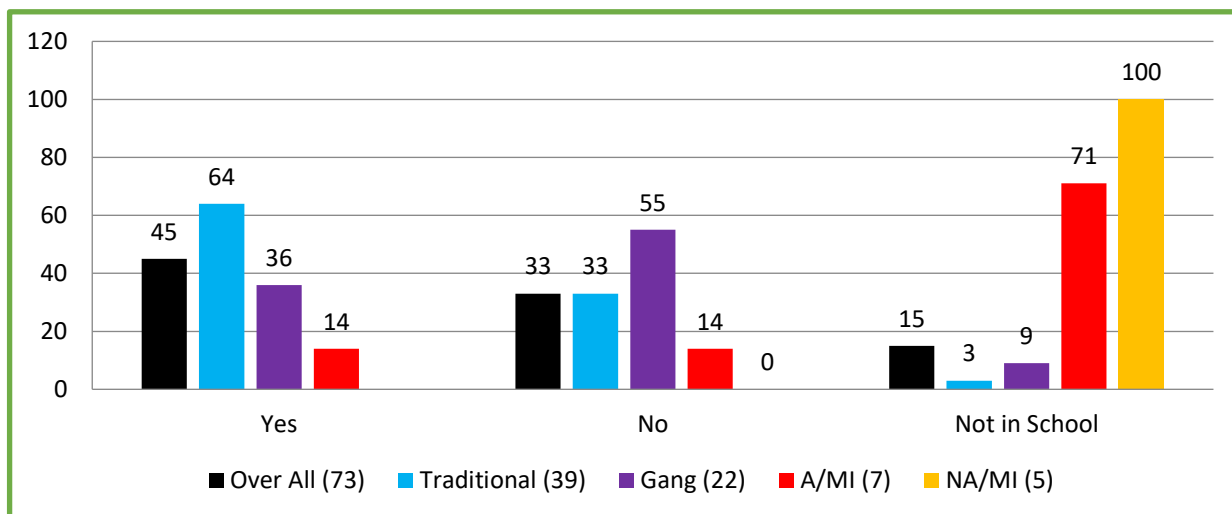


Chart 5.10. Any Evidence of School Disciplinary Problems?

Overall, approximately half (45%) of all types of offenders had evidence of some type of school disciplinary problems at the time of their violence. *Traditional* school violence perpetrators had the greatest percentage in this area at 64%. Interestingly, the *gang-related* school violence perpetrators only had this in 36% of the cases. Given that most *associated* school violence perpetrators were not in school at the time, only 14% had such issues. The *non-associated* school violence perpetrators did not have these issues.

Evidence of Recent School Difficulties

Juveniles having problems in schools do not have to be only in the area of having disciplinary problems. These problems can involve myriad issues from learning problems to an inability to develop proper studying techniques. The follow is an overview of other types of school issues an individual may have been experiencing at the time of their offense.

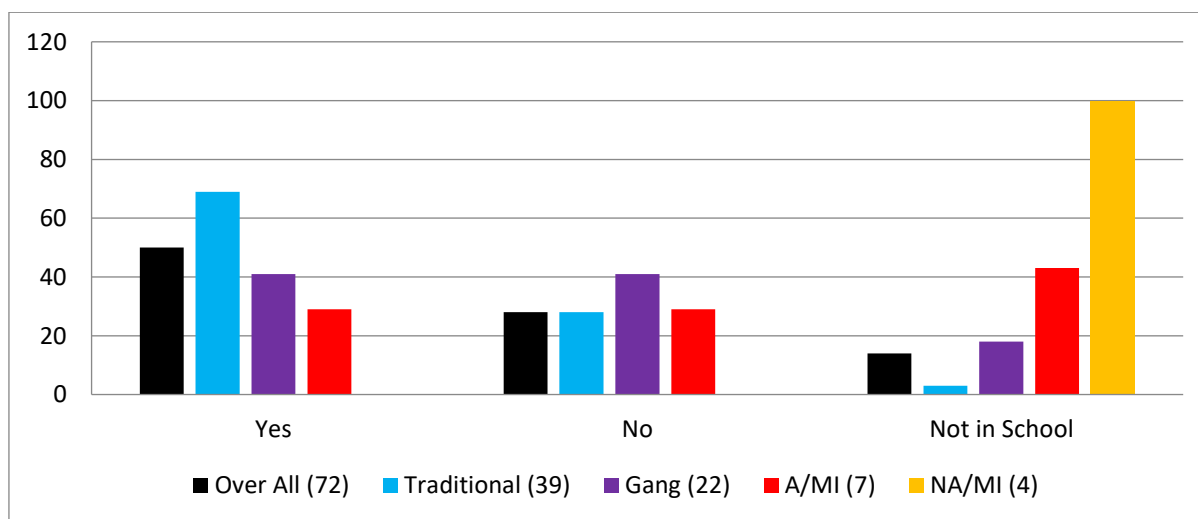


Chart 5.11. Any Evidence of Recent School Difficulties?

Keeping in mind the percentage of the individuals examined in this study not being in school at all, the overall findings are interesting. Overall, approximately half (50%) of the offenders will be experiencing some type of school difficulty at the time of their violence. The *traditional* school violence perpetrators will lead this with 69% having such issues, the *gang-related* school violence perpetrators may or may not (41% equally) have such issues. The *associated* school violence perpetrators fall in this same category at 29% equally. The *non-associated* school violence perpetrators had no issues in this regard.

Evidence of Perpetrator Being Bullied

The impact of bullying is of major concern to all who are interested in the well-being of students. The following chart examines whether there was evidence that the various types of offenders were bullied at or prior to the time of their offense.

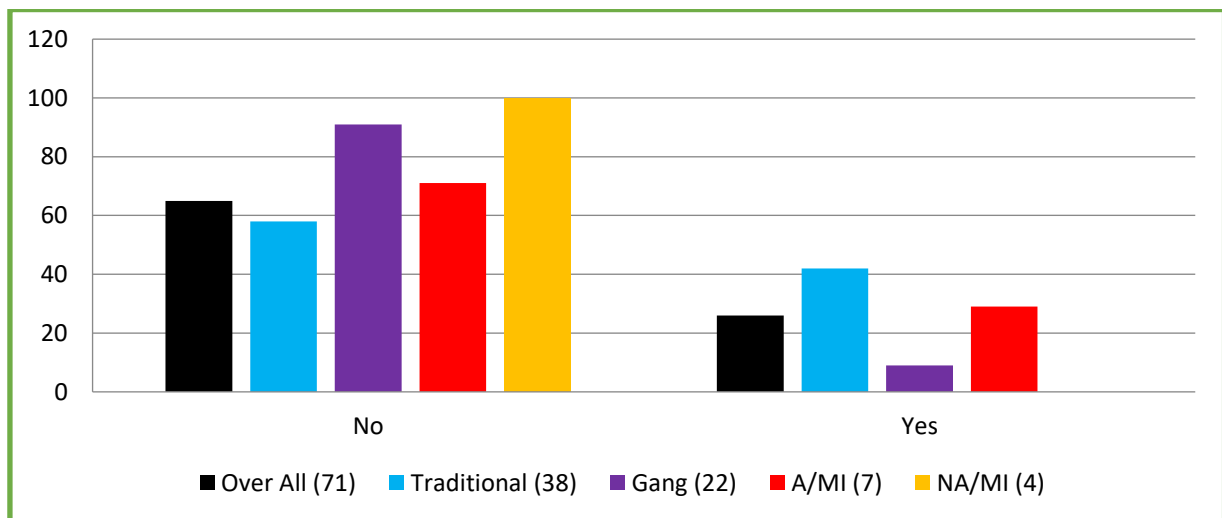


Chart 5.12. Any Evidence of Perpetrator Being Bullied?

Interestingly, overall the majority of cases (65%) examined did not have signs of the offenders having been bullied, but 26% did have such evidence. The *traditional* school violence perpetrators experienced being bullied at 58%. In interesting contrast, the *gang-related* school violence perpetrators in 91% of the cases had no evidence or signs of being bullied prior. The *associated* school violence perpetrators had significant percentages (29%) for being bullied, but the *non-associated* school violence perpetrators had none.

If Bullied, Why?

In cases where bullying was suspected, the reason for it was investigated. The following chart examines the information in this regard.

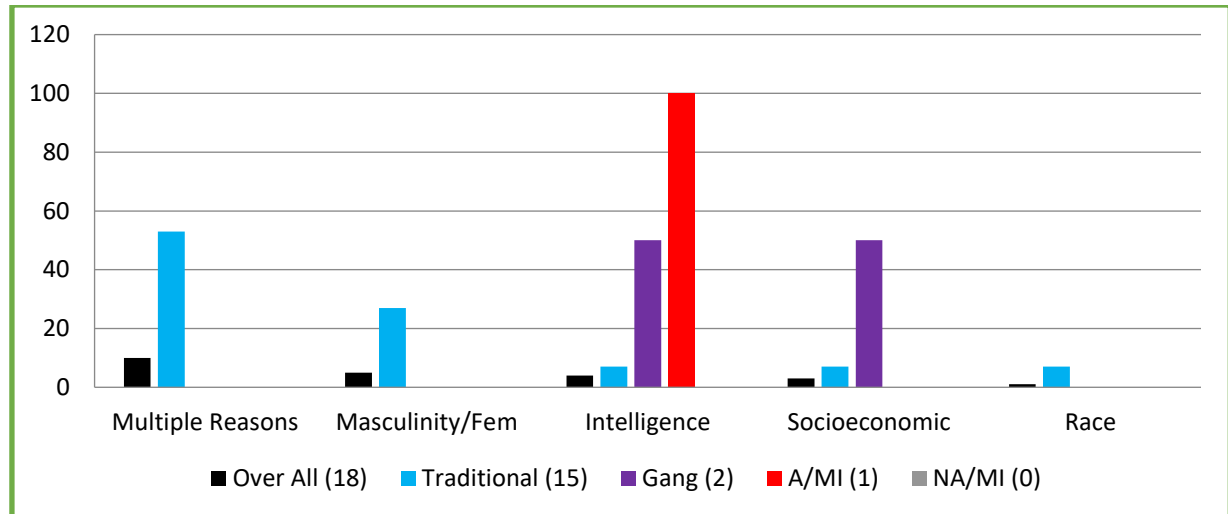


Chart 5.13. If Bullied, Why?

This area of the research was one of the most difficult to conduct given the reluctance of individuals to divulge that they were such victims and conflicted accounts in the media in reviewing these incidents. It should be noted that this information could only be confirmed in 18 of the 78 offenders examined. Overall, at 10%, multiple reasons for such abuse were discovered for most offenders. The *traditional* school violence perpetrators followed this trend, but 27% were bullied over questions about their masculinity or femininity.

Interestingly, the *gang-related* school violence perpetrators experienced the reasons for being bullied due to intelligence (50%) and their socioeconomic status (50%). The *associated* school violence perpetrators whose information could be confirmed were 100% in the area of intelligence level as the reason for being bullied. There was no evidence that could be determined in this area for the *non-associated* school violence perpetrators.

Personal Relationships

For young people, the loss of a close relationship can be as devastating as the actual death of someone of importance in their lives. The following is an overview of the impact of recent broken relationships on the various types of school violence perpetrators.

Evidence of Recent Broken Relationship

The loss of a special relationship will often hurt anyone and encourage negative feelings. This is extremely true for juveniles.

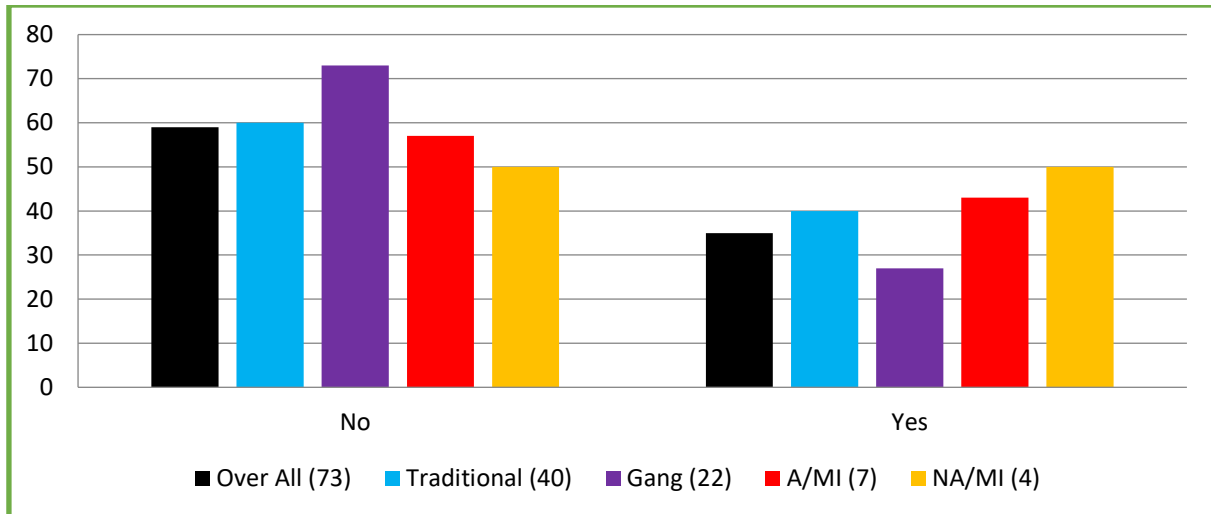


Chart 5.14. Any Evidence of Recent Broken Relationship?

Overall, most did not have any evidence (59%) of a recent broken relationship, but 35% did (see chart 5.14). The *traditional* school violence perpetrators were one of the highest (40%) to have a factor in their lives at the time of their violence. The *gang-related* school violence perpetrators were found to have this as an issue in 27%, but the majority did not. The *associated* school violence perpetrators were second at 43% to those who had recently experienced this at the time of their act and 50% of the *non-associated* school violence had such and experience.

Alcohol and Drug Use

Very interesting trends are discovered in examining whether offenders were under the influence, or even using or possessing, any type of alcohol or other drug at the time of the violent event. The following sections investigated this topic in relation to the various types of offenders.

Perpetrator on Drugs/Alcohol at Arrest

It is probably assumed by many that individuals being on alcohol or other types of drugs at the time of their violent act were a major catalyst for said violence. The following charts reveal that this may not be the case with school violence type offenders.

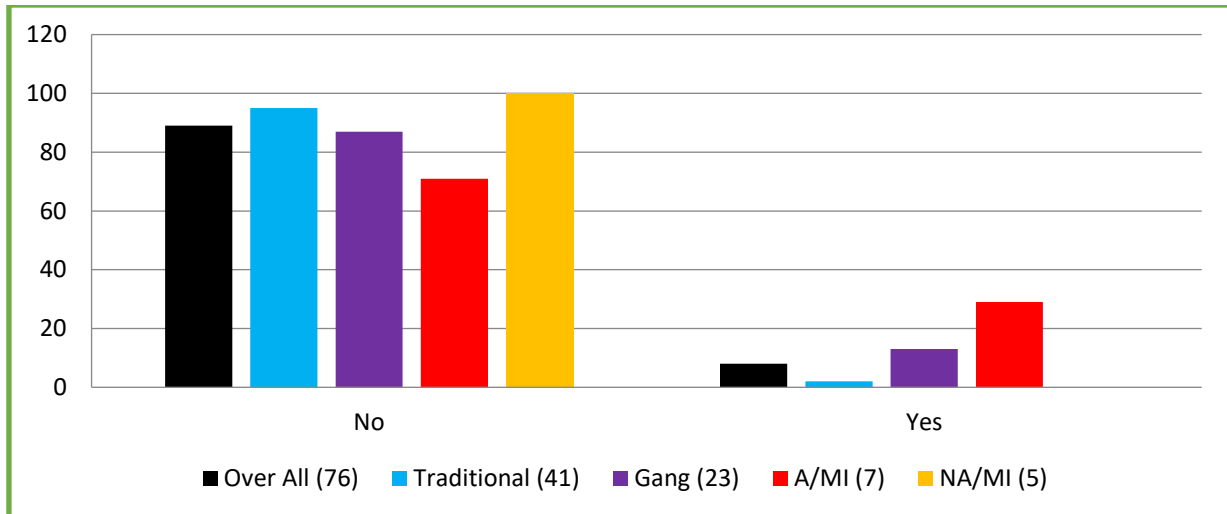


Chart 5.15. Perpetrator on Drugs/Alcohol at Act?

Overall, the majority (89%) of offenders are found to not be under the influence or using any type of alcohol or other drug at the time of their violent act. This could speak volumes to the fact that when an individual decides to commit such an act, they do so clean and sober. *Traditional* school violence perpetrators were found to be under the influence at 2% and *gang-related* school violence perpetrators at only 13%. The *associated* school violence perpetrators had the highest percentage at 29%, and very frightening, the *non-associated* school violence perpetrators had no signs of any of them being under the influence.

Perpetrator Possessed Drugs at Arrest

As with being under the influence, the majority of offenders are not going to even have any alcohol or other drugs in their possession at the time of their arrest. This arrest could come during the violent event, or in some types of attacks, a week later.

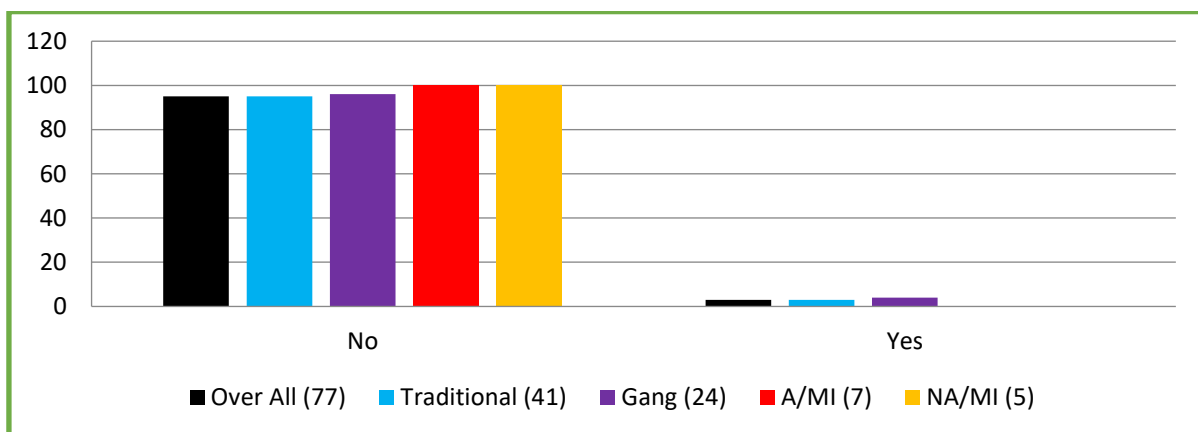


Chart 5.16. Perpetrator Possessed Drugs/Alcohol at Arrest?

Overall, very few (3%) will be found to have any type of drugs or alcohol in their possession at the time of arrest (see chart 5.16). This is important in that the majority of these types of offenders, except for maybe *gang-related* offenders, are arrested at the scene

of their crime. The *traditional* school violence perpetrators follow this with only 3 being found in possession and matched by *gang-related* school violence perpetrators at 4%. The *associated* and *non-associated* school violence had none.

Evidence of Past Drug or Alcohol Use

When examining evidence of past alcohol or other drug use, some trends in usage do develop. Overall, more significant numbers are going to be found in examining evidence of past alcohol or other drug abuse in an offender's life (see chart 5.17). Of all school violence perpetrators, 30% were found to have such issues in the past. The *traditional* school violence perpetrators experienced this at 24% and *gang-related* school violence perpetrators led the percentage of past abusers at 46%. The *associated* school violence perpetrators had very high percentages of 43% and the *non-associated* school violence perpetrators were at 25%.

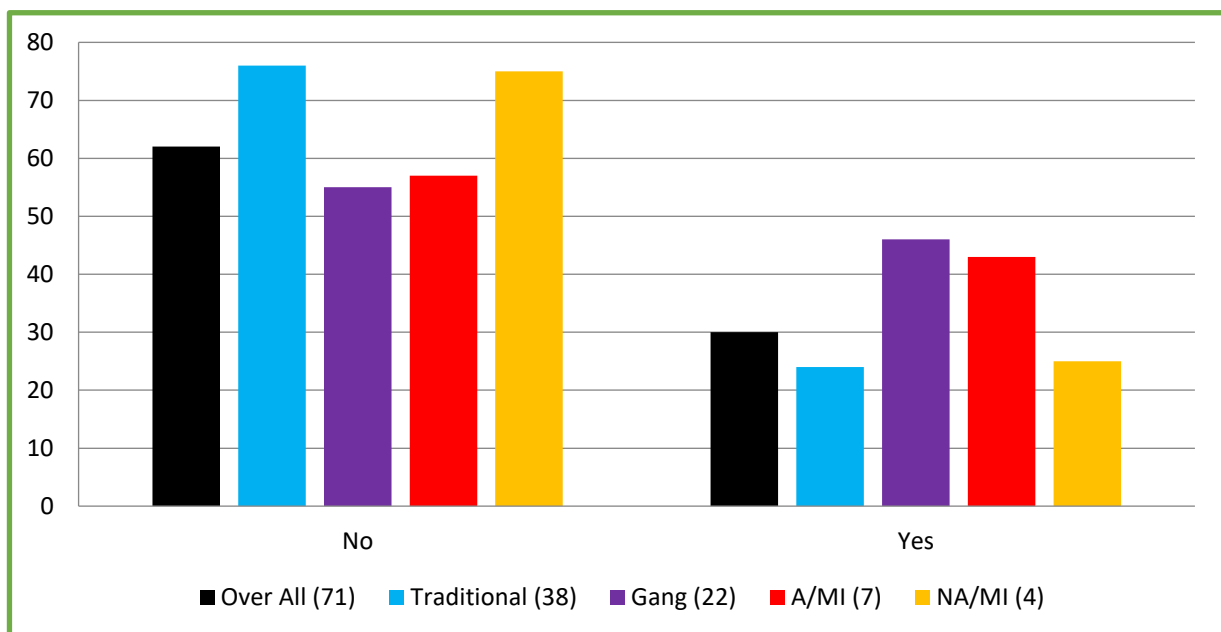


Chart 5.17. Any Evidence of Past Drug or Alcohol Use?

Influence of Violent Media

An area of research in the causes of violence in children is what impact violent content in various types of media might have. Findings in this regard range from the belief that exposure to violence in music and media will almost certainly negatively impact a juvenile. Other findings offered that it may be one of many catalysts in a child's life which increases their likely to engage in criminal or antisocial behavior.

Evidence Perpetrator Listened to Violent Music

The following is the first in a series exploring the possible impact of violent media upon school violence perpetrators. Overall a small yet significant percentage (19%) of these types of offenders was believed to have listened to music with violent themes (see chart 5.18). It must be remembered that what is and is not considered “violent” is very subjective. The *traditional* school violence perpetrators were the highest in this category at 26%. The *gang-related* and *associated* school violence perpetrators were tied at 14% each with none from the *non-associated* school violence perpetrators category having any signs of such interest.

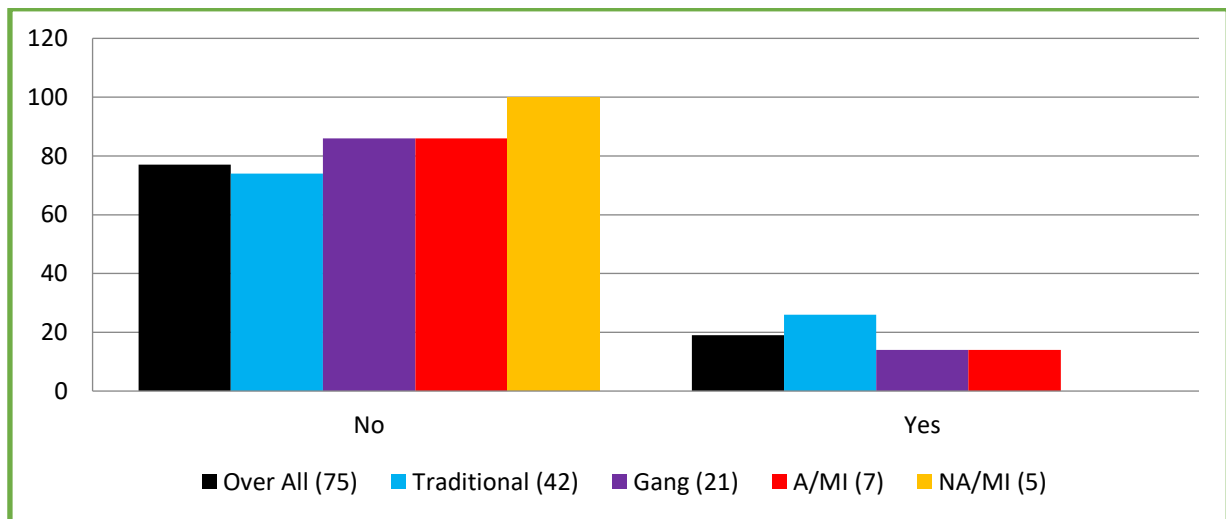


Chart 5.18. Any Evidence Perpetrator Listened to Violent Music?

Evidence Perpetrator Regularly Watched Violent Movies

As with the interest in listening to violent music, watching violent movies may not have been much of an interest for these types of offenders.

Overall only 13% of offenders were viewed as having an interest in watching movies with violent content (see chart 5.19).

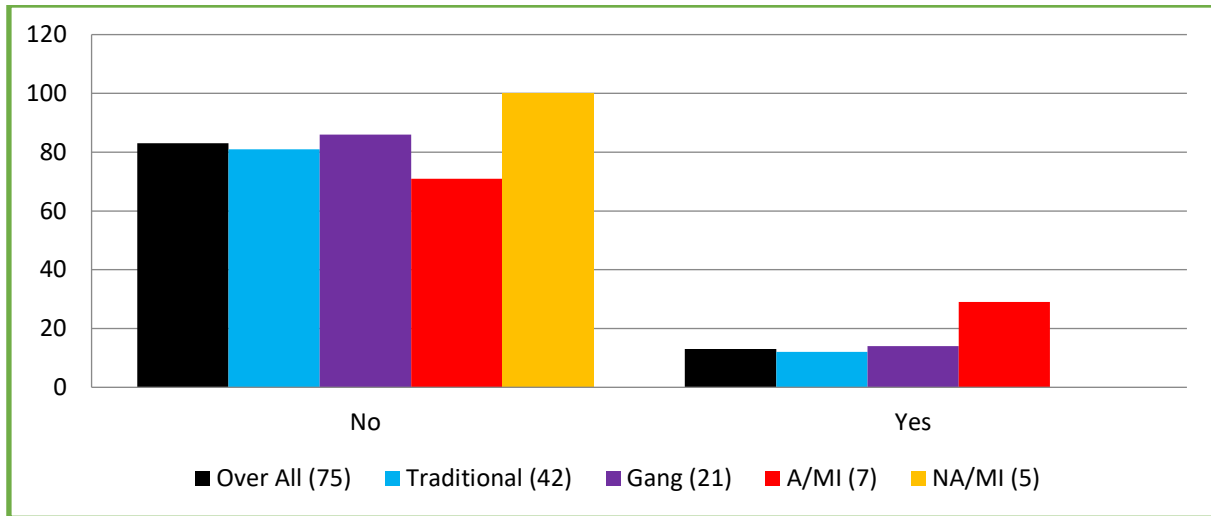


Chart 5.19. Any Evidence Perpetrator Regularly Watched Violent Movies?

The *traditional* school violence perpetrators were at 12% in this regard and *gang-related* school violence perpetrators were at 14%. The *associated* school violence perpetrators were at 29%, but, once again, the *non-associated* school violence perpetrators were found to have no interest in this area.

Any Evidence Perpetrator Played Violent Video Games?

Second only to music and movies, violent video games have historically been attacked by many who feel that are responsible for much of the juvenile violence experienced in the United States.

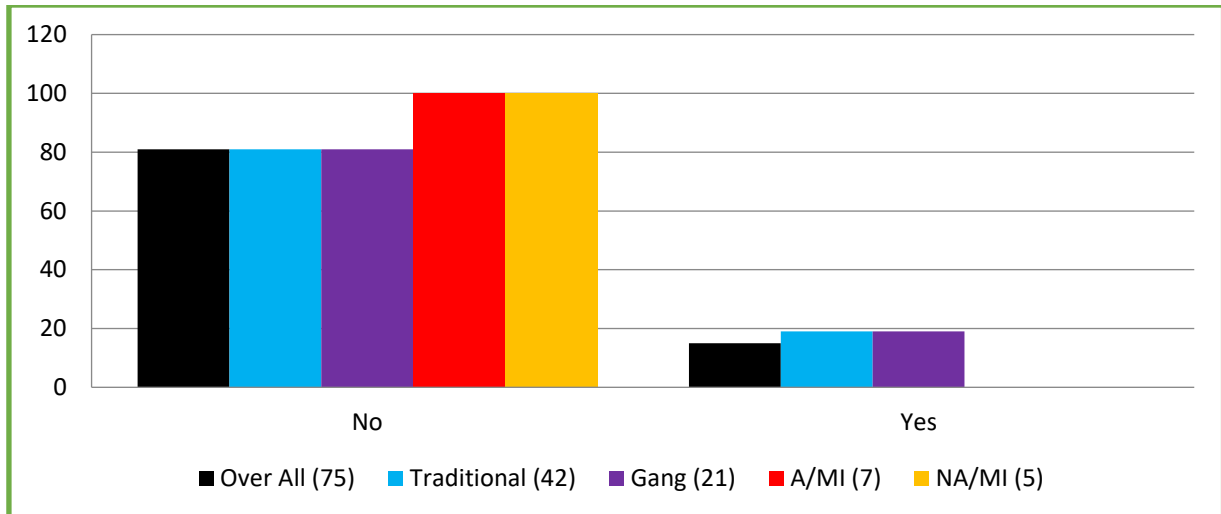


Chart 5.20. Any Evidence Perpetrator Played Violent Video?

Overall similar trends as before are discovered, a significant percentage (15%) was found to have played what many would consider violent video games (see chart 5.20). The *traditional* school violence perpetrators were tied with *gang-related* school violence perpetrators at 19% in this regard. No evidence was discovered that any *associated* or *non-associated* school violence perpetrators exhibited any interest in this area.

Any Evidence Perpetrator Read Books with Violent Themes?

Violent or controversial books have always found their opponents who argue that children should not have access to them. The following is exploring the use of this medium by the various types of offenders. Interestingly, overall, only 10% of the cases involved this interest and all were by the *traditional* school violence perpetrators (see chart 5.21). No evidence of this being an interest of any other type of offender was found.

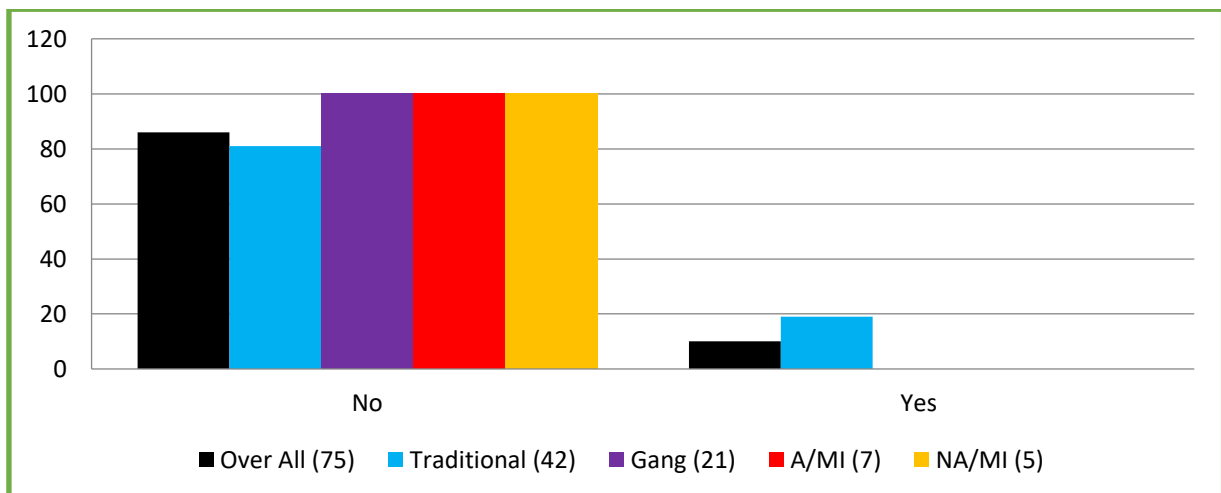


Chart 5.21. Any Evidence Perpetrator Read Books With Violent?

Evidence of Perpetrator Writing/Drawing Material with Violent Themes?

Another historically investigated area of trying to identify potential violent juveniles is in the examination of their writings and drawings. As with the music and media, significant percentages were found in almost all types of offenders in this study.

Overall a significant percentage (19%) of the school violence perpetrators did exhibit signs of writings and drawing with somewhat violent themes (see chart 5.22). The *traditional* school violence perpetrators, once again, were the highest in this regard at 24%, but the *gang-related* school violence perpetrators were the lowest at 10%. The *associated* school violence perpetrators were found to have this interest at 29%, but, once again, no evidence of this being an interest was found in examining the *non-associated* school violence perpetrators.

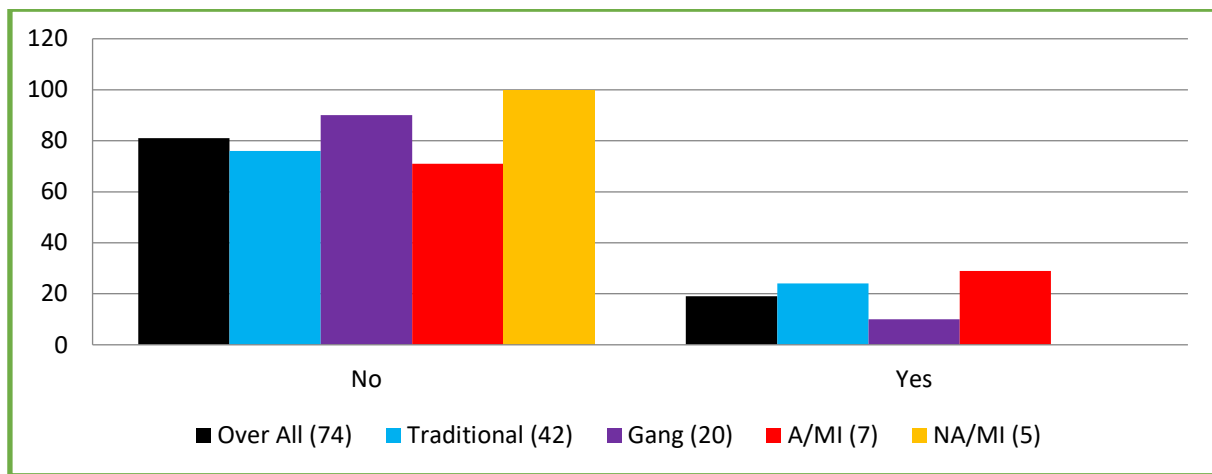


Chart 5.22. Any Evidence Perpetrator Writing/Drawing Material with Violent Themes?

SUMMARY

Evidence of prior mental health issues was found in approximately half (41%) of the offenders examined, but 53% were found to have no signs. Deeper examination revealed that certain types of offenders such as *traditional* had very high levels of prior mental health issue, with the *non-associated* having the most at 80%. Just because someone has a mental health condition, it does not naturally follow that they will be taking proper medication for their medical issues. This can be for many different reasons, a major one is that maybe their mental illness condition has not been properly diagnosed nor treated. In this study 67% of the offenders were found not to be taking any type of mental health medication at the time of their violence, but 19% were. This was very true for *associated* type offenders.

The vast majority of school violence perpetrators in this study were found to not have any significant physical health issues. The *traditional* and *non-associated* were found to have some at 15% and 14%. Given the living environment and socioeconomic status of many of these offenders, it could be that they simply did not receive the proper medical attention to even diagnose a serious physical health issue.

Possibly surprising, 29% of the offenders studied came from homes where two

married parents were present. A very close second though was living with a single mother. It is apparent that school violence perpetrators can come from all types of living arrangements.

There could or could not be significant family dysfunction in the homes of a school violence perpetrator. The information is vague often at best. It is obvious in many of the findings in this book that juveniles who are unhappy at home and at school are much more likely to resort to an act of school violence. This research study found significant percentages of physical abuse or neglect by parents in the lives of the school violence perpetrators. Most types were evenly distributed but the *non-associated* offenders appeared to have this issue the most.

There was no evidence in 81% of the cases investigated in this study, but that may have been simply due to the inherent lack of individuals being willing to report this as having occurred. The *non-associated* offenders in this study were found to have the greatest amount of abuse reported in this area.

As expected, the vast majority of school violence perpetrators were single at the time of their violence, although 4% of the *gang-related* offenders were married and very significant percentages of the *associated* and *non-associated* offenders were divorced. Most offenders were found to have no evidence of significant religious involvement, but significant percentages did. This was mostly found for *traditional* and *non-associated* type offenders.

Many types of offenders are going to be having some type of school disciplinary problems at the time of their violence, but many are not. It is often expected that the school violence perpetrator will be on some type of radar as having issues, but this may very well not be the case, or at least, not known. Moreover, most offenders are going to be exhibiting some type of school difficulty at the time of their violence. Although many times it may be overlooked by others or kept in secret by the offender.

Bullying is a major issue in K–12 education in America. Many of all types of perpetrators suffered from some type of bullying prior to their violent act. Offenders are going to be bullied often for many different reasons. Their masculinity or femininity will very often be subjects, but intelligence level and socioeconomic factors will also be reasons for others to abuse them.

A significant percentage of school violence perpetrators will have recently experienced the loss of a significant relationship in their lives at the time of their violent event. This is very much the case in *associated* and *non-associated* type offenders.

Most school violence perpetrators will be totally clean and sober when they commit their act of violence. This is an extremely important fact to note in that it means that they are clear and certain for the most part on their act and do not need any other intoxicant to make the act easier to commit. Most school violence perpetrators will not even have alcohol or other drugs in their possession when they are arrested for their violence, whether it is at the scene or at some point later, although a large percentage of school violence perpetrators will have a past history of alcohol and other types of drug abuse. The highest in this group will be *gang-related*.

While it is very difficult to confirm accurately, it appears that at least the vast majority of all types of school violence perpetrators will not show evidence of being significantly negatively impacted by violent music and media. They will not have had a past of playing violent video games or reading violent materials.

6

CHARACTERISTICS OF WEAPONS USED AND INJURIES INCURRED

IN THEIR OWN WORDS

In Response to the Sandy Hook Elementary School Shooting on December 14, 2012

My heart go out to those children and their families. I know that's the worse feeling a parent could ever have. In-a-way I wish I could've been there to help save the kids. Now the politicians are involved, talking about more gun control laws. I'm not anti-government, but the government in my belief is full of it. Guns don't kill people, people kill people! Everybody knows that with stricter gun control laws will only put more minorities in state and federal prisons. Instead of gun control laws the government needs to spend money on mental health programs for the youth. They promote violence but then grieve for it. I feel sorry for those kids, all I could say is this is a very cold and dark world. The person that did that, I don't think nobody pay attention to the signs. Because it's always sign. That's why I say we have to start with the youth in America. But with "Newtown" happening my hope is a little bit scattered. I feel as if when a school shooting happen rather, "Isolated" or "Mass" it hurts my case.

—BM/16/1996 (shot another student during a fight with a group of students)

Personal Comments to Author about School Violence

Before the shooting no one cared to listen to me. Now they want to listen for the wrong reasons which is why I have nothing to say. I will let XXXXXX (Victim 1) and XXXXX (Victim 2) speak for me.

—WM/17/1993 (entered class, pulled revolver and killed teacher, then a janitor who entered classroom, held class hostage for two hours)

INTRODUCTION

While the vast majority of school violence and disturbances result from daily acts of bullying and mistreatment of children, sadly, only events in which weapons were used and physical harm was caused seem to bring about the most attention. Each of the 78 incidents examined in this study involved the use of some type of weapon (ranging from a .22 caliber pistol to a propane tank). This chapter examines the findings in regard to types of weapons used and the resulting harm.

AVAILABILITY, SOURCE, AND TYPE OF WEAPONS

The following is an overview of the availability, source, and type of weapon used in the school violence incidents studied. Many of the commonly held beliefs about these issues are questioned by the current findings.

Availability of Weapons

Many argue that if weapons were less available then there would be less violence. This has led to great debate about “gun control” in the United States. Each school-related shooting brings about renewed controversy about what should be done about the vast amount of weapons readily available to juveniles across the nation.

Were Weapons Readily Available to Shooter?

The following chart examines the findings as they relate to where the weapons used were obtained. A comparison of the overall findings and each of the four types of offenders is presented.

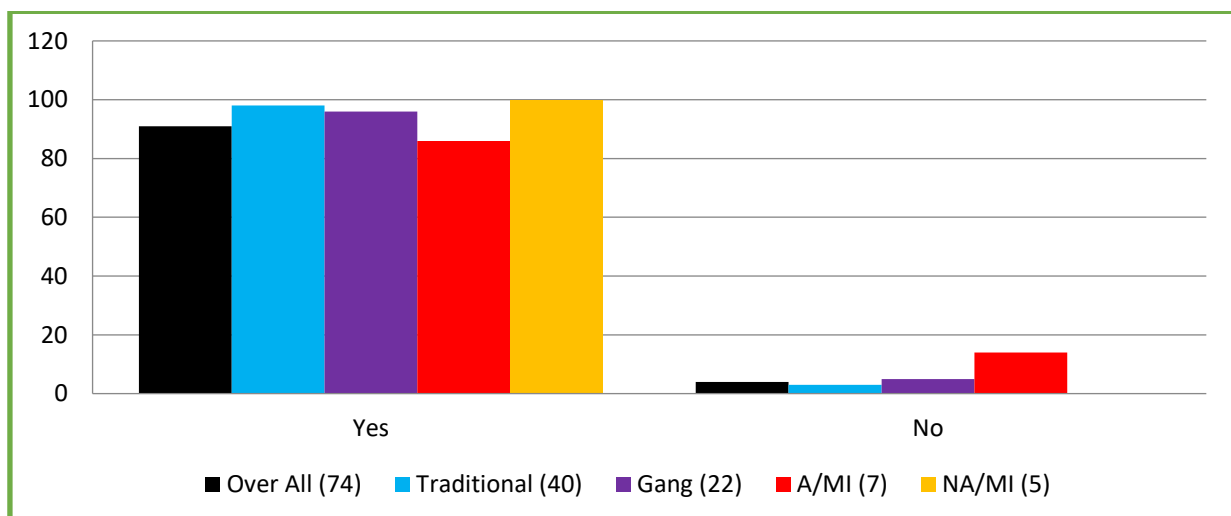


Chart 6.1. Were Weapons Readily Available To Shooter

Not surprisingly, overall 91% of those in this study reported that weapons were readily available to them. Almost all (98%) of the *traditional* school violence perpetrators reported that they were able to obtain the weapon (whether handgun, long gun, knife, etc.) very

easily. Most often the weapons they used were found in their own home, simply using a weapon which was a gift to them or stealing one or more from their parents. An interesting phenomena about parental behavior was found in examining these incidents. There was a small but significant percentage of offenders who had been given a handgun or rifle as a present by their parents in order to give them a “hobby” (such as target shooting or hunting). Some parents had been advised to choose a hobby that they could do together with their troubled child—some chose sharing firearms.

The *gang-related* school violence perpetrators followed this trend, but most often reported that they had obtained their weapons from prior thefts (21%) or from friends (41%). Being generally older many *associated* school violence perpetrators reported that they simply used weapons that they legally owned (6%), while *non-associated* school violence perpetrators also owned the weapons used, but these weapons were most items such as vehicles, propane tanks, and machetes.

Source of Weapons

It is obvious and not surprising that weapons of all types are readily available in the United States. It is argued by many that only “criminals” have weapons and that they illegally enter the homes of “law abiding” individuals and steal them. The following is an overview of where the school violence perpetrators obtained the weapon which was used in their violent act.

Where Was Gun/Weapon Obtained?

As evident in the prior discussion, weapons are not difficult to obtain for those who wish to use them to cause violence. Overall, most weapons (27%) were stolen from parents, but many (17%) were reported to be provided by friends. Almost half (47%) of the *traditional* school violence perpetrators obtained their weapons by stealing them from their parents. While almost half (41%) of the *gang-related* school violence perpetrators received theirs from friends. The generally older *associated* school violence perpetrators reported that most of them (21%) were obtained as gifts from their parents. Interestingly, the *non-associated* school violence perpetrators almost equally (14%) reported that their weapons were obtained as gifts from parents, stolen from parents, gifts or loans from friends, and purchased legally.

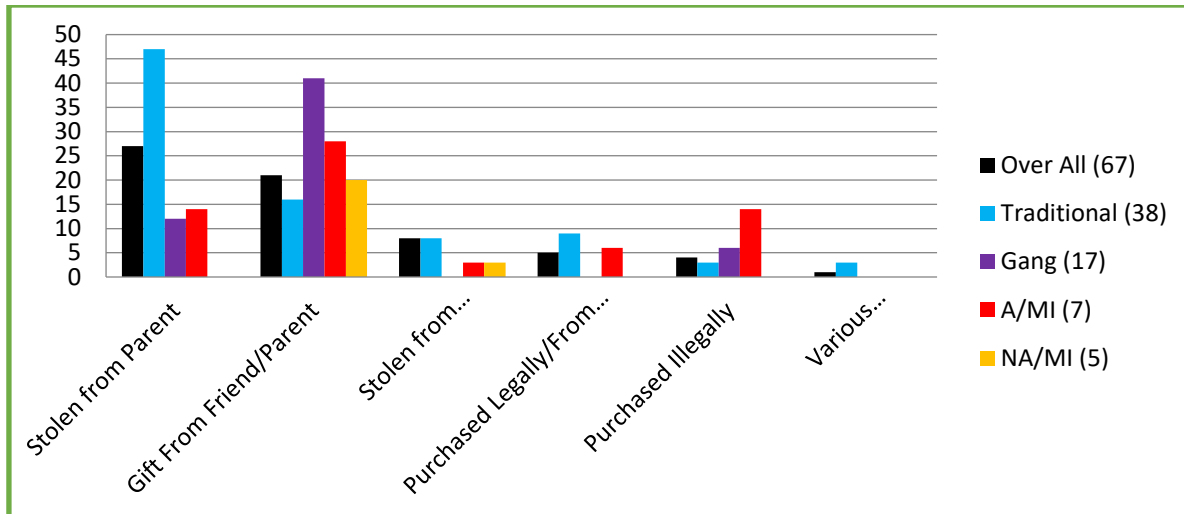


Chart 6.2. Where Was Gun/Weapon Obtained?

Number and Types of Weapons

Incidents where large caliber or large numbers of weapons are used seem to receive the most attention and resulting headlines. While the number of weapons used in acts of school violence varies greatly, it becomes apparent that the variance is probably due to the various types of offenders and their intentions.

Number of Weapons

The following examines the number of weapons in possession of the various types of school violence perpetrators at the time of their violence. The vast majority (85%) used only one weapon during their act of violence (see chart 6.3). The great majority (88%) of the *traditional* school violence perpetrators were found to have used one weapon, but 5% did have at least five weapons at their disposal during the commission of their act. *Gang-related* school violence perpetrators were mostly (87%) found to have used a single weapon.

In contrast to these groups, *associated* school violence perpetrators had one weapon a little over half the time (57%) and two weapons 29% of the time, but 14% did have at least six weapons with them at the time of their offense. The *non-associated* school violence perpetrator most often had one weapon (80%) and secondly had two weapons 20% of the time.

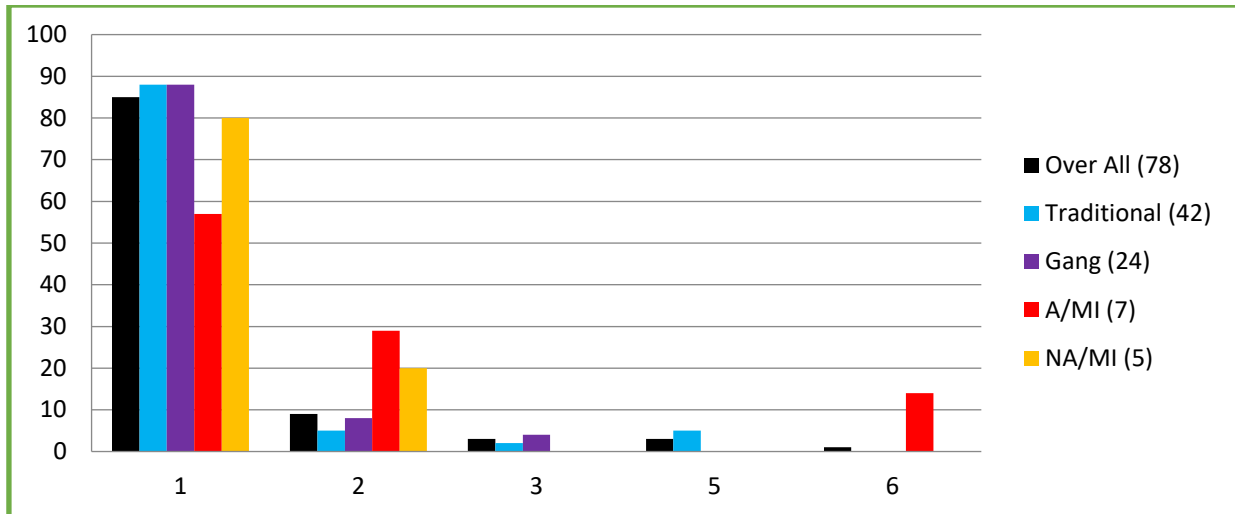


Chart 6.3. Number of Weapons

Rounds of Ammunition Available

The following is a seldom examined topic in school violence research: the actual number of rounds with and available to the offender. The chart below examines the number of rounds with the various types of school violence perpetrators at the time of their violence.

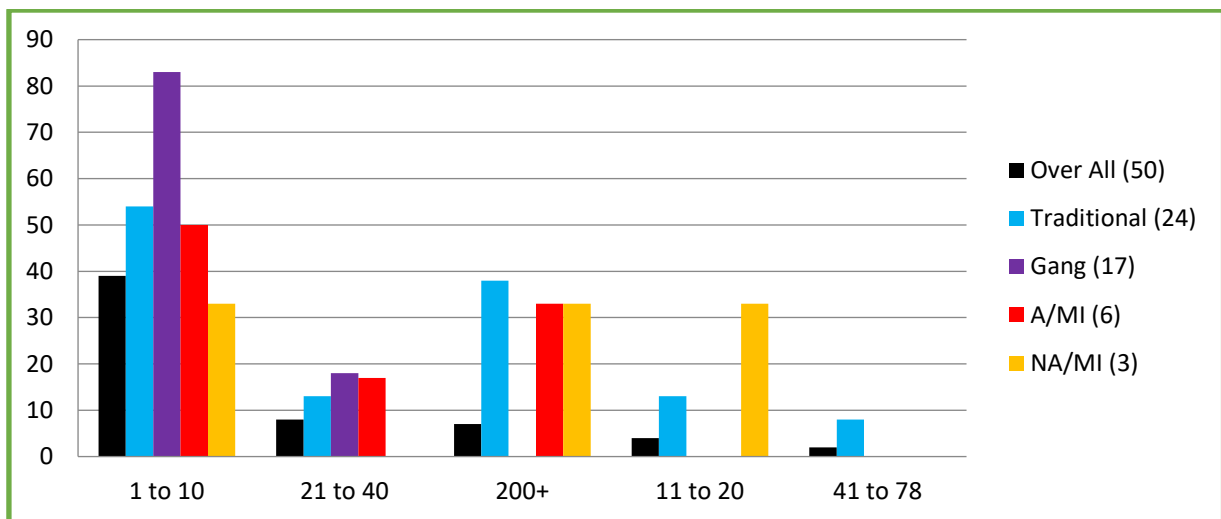


Chart 6.4. Rounds of Ammunition Available

Obviously, the number of weapons during an incident is important, but the amount of damage that weapon can do, will vary on the amount of ammunition available (see chart 6.4). An examination of these incidents found that, overall, 39% of the offenders had 1 to 10 rounds available to them, generally based on the capacity and number of bullets the particular weapon would hold. This was true for 54% of the *traditional* school violence perpetrators, but another 38% had over 200 rounds with them at the time of their act. Most *gang-related* school violence perpetrators used one weapon during the commission of their act, so 83% of these incidents involved 1 to 10 rounds of ammunition. The *associated* school violence

perpetrators findings are interesting in that 33% of these offenders had 1 to 10 rounds, but the same percentage had 11 to 20 and over 200 rounds. *Non-associated* school violence perpetrators were similar for those that used actual handguns or long arms; 50% had 1 to 10 rounds, but 33% had over 200 rounds available.

Types of Weapons Used: Pistols/Handguns

There is a common perception that most school violence incidents involve semi-automatic high powered weapons. Chart 6.5 examines whether this is true in most cases. The type of weapons used by school violence perpetrators are examined as to the use of pistols and handguns.

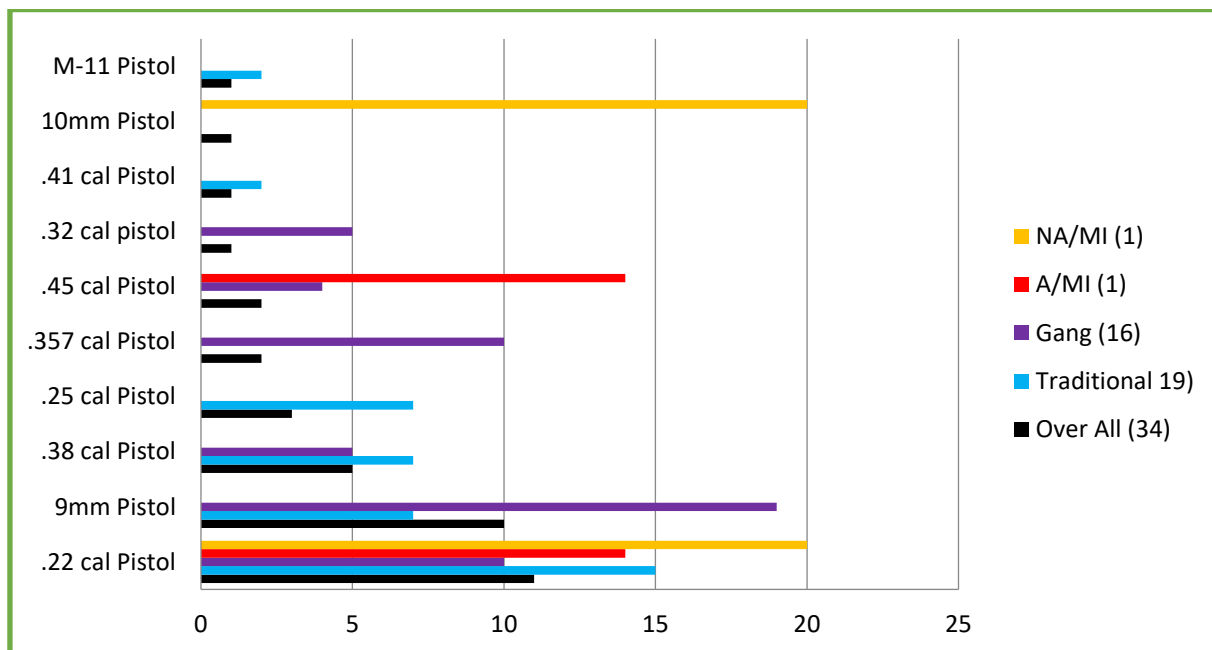


Chart 6.5. Types of Weapons Used: Pistols/Handguns

Given the large number of different types of weapons used by offenders, the findings in this area have been divided by overall type of weapon: pistols/handguns, shotguns/rifles, multiple weapons, and other types (see chart 6.5). As for handguns, overall, 11% of offenders used a .22 caliber pistol. Although, a 9mm semi-automatic handgun was a very close second choice (10%) for offenders. The choice of handgun used by *traditional* school violence perpetrators ranged from a .22 caliber pistol (15%) to the somewhat uncommon M-11 pistol (2%). This may be due to the fact that most of these weapons are obtained from their parents who may have a variety of interests in weapons.

Gang-related school violence perpetrators mostly (19%) preferred the 9mm semi-automatic pistol. But they also used guns ranging from .22 caliber pistols to .45 caliber pistols. This may be due to the fact that many of the weapons are stolen from various homes, business, or vehicles. The *associated* school violence perpetrators were almost evenly distributed between use of .22 caliber pistols (14%) and .45 caliber hand-guns (14%). *non-associated* school violence perpetrators were divided evenly between .22 caliber pistols and 10 mm pistols (20%) and were more likely to use other types of weapons.

Types of Weapons Used: Shotguns/Rifles

Type of weapon used in regard to shotguns and rifles is examined in the following (see chart 6.6). It is a common perception that in most school violence incidents a long gun, like the AK-47, is the weapon of choice. This is not the case for all types of school violence perpetrators.

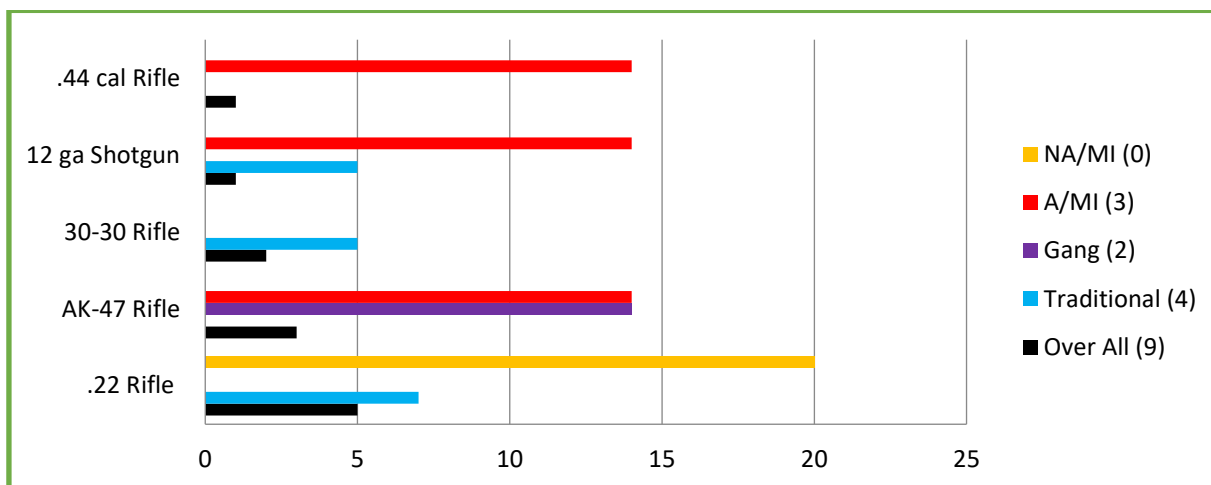


Chart 6.6. Types of Weapons Used: Shotguns/Rifles

While not used as often overall, shotguns and rifles made up a significant percentage of the types of weapons used. In these incidents, 12% involved weapons ranging from a common 12-gauge shotgun to the less common AK-47. The *traditional* school violence perpetrators used the .22 caliber rifle (7%) and 30-30 rifle use was a close second (5%). The only weapon of this type reported to be used by *gang-related* school violence perpetrators was the AK-47 (14%). Interestingly, the *associated* school violence perpetrators used the 12-gauge shot-gun, .44 caliber rifle, and AK-47 equally at 14%. For the *non-associated* school violence perpetrators, only 20% used a long gun, a .22 caliber rifle.

Types of Weapons Used: Other Weapons

While the use of a knife in a school violence incident is neither surprising nor uncommon, there are many other types of weapons used as well. When examining certain types of offenders, interesting trends reveal themselves in the choice of other types of weapons (see chart 6.7).

It is assumed that a firearm, most often a handgun, is used in almost all school violence incidents. This study found that 15% of these incidents involved common household items being used as weapons. Overall, 10% of the incidents involved the use of a knife of some type. *Traditional* school violence perpetrators followed this trend with 21% using a knife of some type (sometimes being obtained from the school cafeteria). Interestingly, *gang-related* school violence perpetrators were not found to have used any other type of weapon except a firearm in this study. For *associated* and/or mentally ill school

violence perpetrators, 14% used common items such as machetes¹¹¹ and baseball bats to harm students at the schools they attacked, while *non-associated* school violence perpetrators used a knife or their own car (20%) of the time.

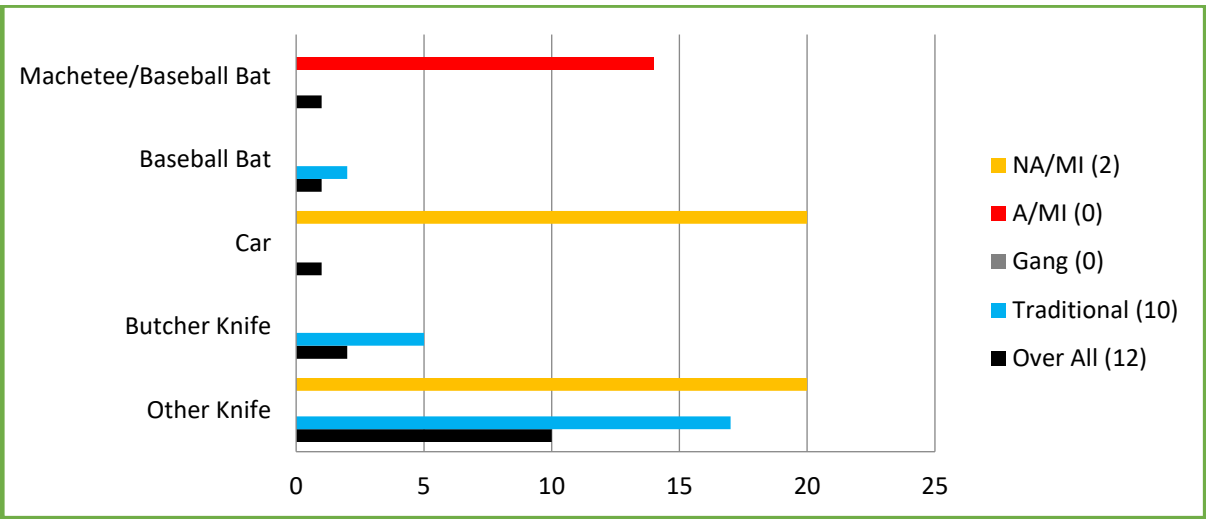


Chart 6.7. Types of Weapons Used: Other Weapons

Types of Weapons Used: Multiple Weapons

While the vast majority of serious school violence incidents only use one weapon, some do involve multiple weapons. Chart 6.8 examines this as it pertains to type of weapons used and type of offenders.

Fortunately, the vast majority of the incidents (85%) only involved one weapon (see chart 6.8). Overall, only 5% of the incidents found the offender to have more than one weapon. *Traditional* school violence perpetrators averaged having more than one weapon approximately 2% of the time. From this study, *gang-related* school violence perpetrators were found to only have one weapon used during their violence. Unfortunately, *associated* school violence perpetrators were found to have at least two weapons 20% of the time, and *non-associated* school violence perpetrators were found to be the same, at 14% of the time.

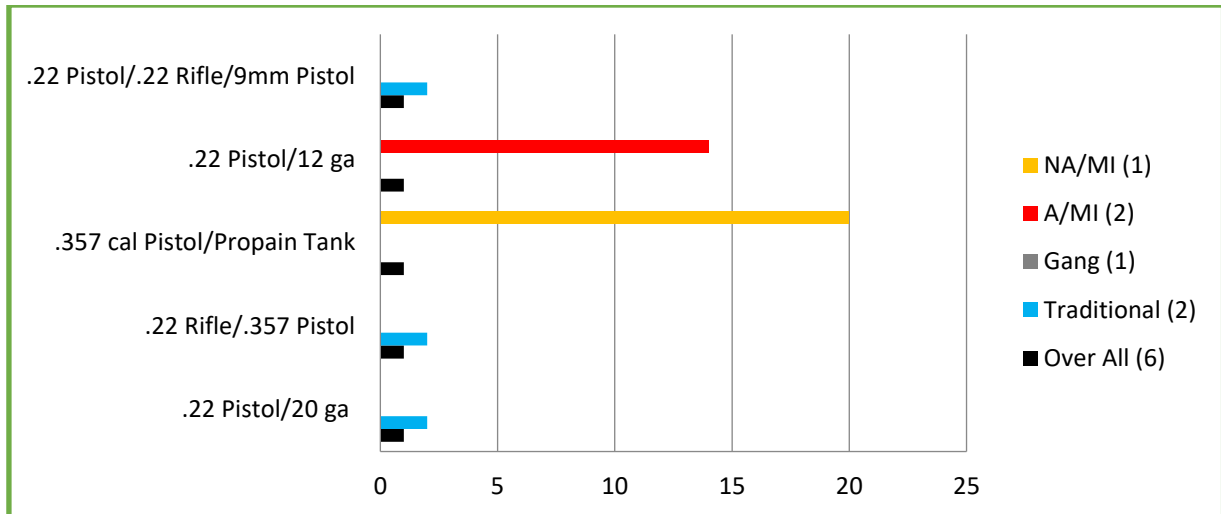


Chart 6.8. Types of Weapons Used: Multiple Weapons

INJURIES AND DEATHS

Much of the horror of a school violence or disturbance event becomes evident when examining the number and types of injuries and deaths. The following sections discuss the numbers injured and killed and the number of potential victims in school violence events.

Potential Victims

Trying to determine the number of potential victims for any type of violence is difficult. This is extremely true when studying school-related violence. The number of potential victims may be reported as only the students in a particular classroom or hallway (2 to 10) or, in some random shootings, the entire study body (1501 or more) might be at risk. Attempting to examine the number of potential victims is difficult given the myriad types of school violence incidents. Obviously, when a violent act occurs on or near a school's property, all children are at risk.

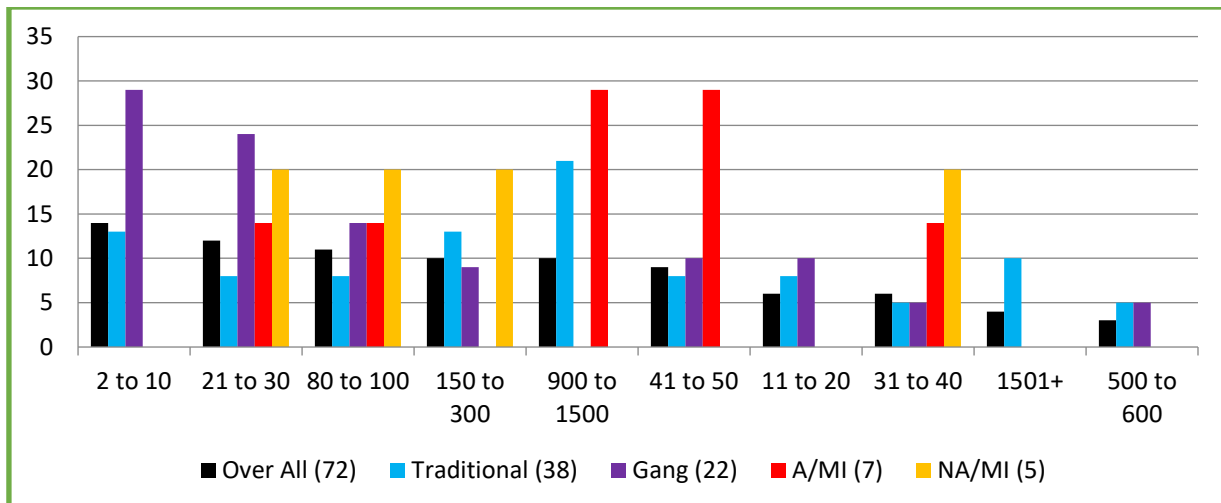


Chart 6.9. Number of Potential Victims

Overall, 14% of the incidents had 2 to 10 potential victims and 4% had over 1,500 potential victims (see chart 6.9). *Traditional* school violence perpetrators committed acts almost evenly where 2 to 300 students were potential targets, but 21% committed acts which put an entire student body at risk (such as random shooting in schools). *Gang-related* school violence perpetrators occurred with only 2 to 30 potential victims approximately half the time (53%). This is probably due to the fact that most of these types of acts involved one or two targets with only a few bystanders present during an attack. *Associated* school violence perpetrators ranged equally (14%) between potential victims from 21 to 300. This is probably due to the fact that most of these types of offenders have a target in mind (e.g., past teacher, coach, or principal) and seek that individual out upon whom to commit their violence. *Non-associated* school violence perpetrators follow this same pattern (20%), although they are simply targeting the entire school, often smaller rural or suburban schools.

Injured and Killed

In almost all of the school violence incidents reviewed in this study, some form of physical harm was incurred by one or more victims. All, of course, resulted in some type of mental or psychological harm to those involved. Some of incidents even involved others killed or injured prior to or after the school violence incident but not on school grounds. In a few cases offenders had killed a parent before coming to school and others while fleeing the scene of their crime.

Killed or Injured Anyone outside School before or after School Incident

In connection with some school violence incidents, others are injured or killed prior to or after the event at the school. The following chart exams this occurrence by type of school violence perpetrator.

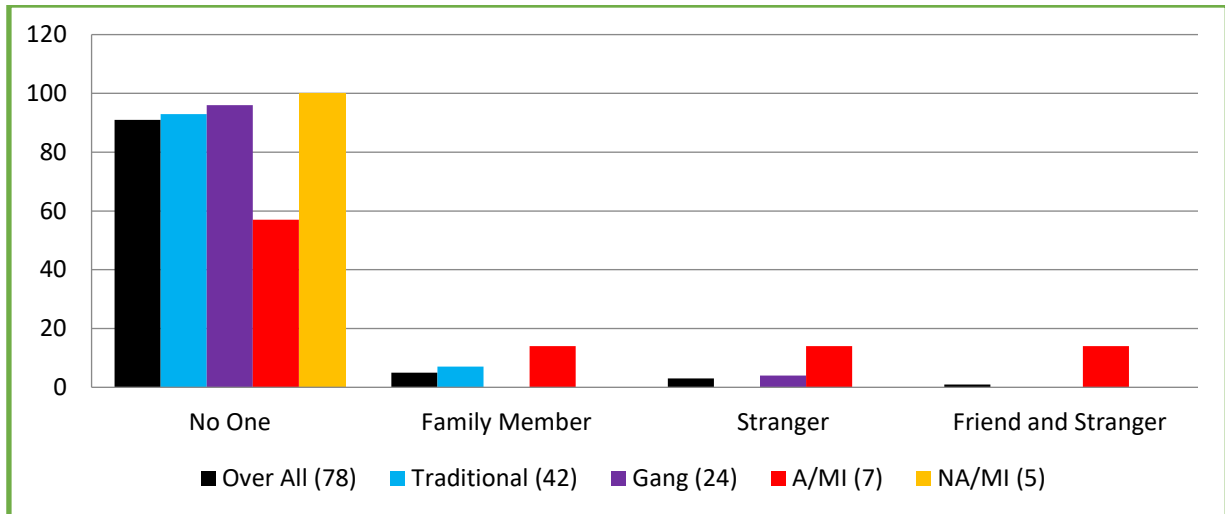


Chart 6.10. Killed or Injured Anyone outside School before or After School Incident

Overall, the vast majority (91%) of offenders did not harm anyone else before or after their school-related episode, but some did (8%). This is true for *traditional* school violence perpetrators (93%), but a small percentage (7%) did kill or injure a family member prior to arriving at the school to commit their violence there. *Gang-related* school violence perpetrators only did this 4% of the time. This trend changed when examining the actions of other types of offenders. For *associated* school violence perpetrators, almost half (42%) did actually hurt others prior to seeking their target at a school, but *non-associated* school violence perpetrators did not do so at all (100%).

Number Killed

Unfortunately, many lose their lives each year to school violence incidents. The following chart examines this as it pertains to the various types of school violence events.

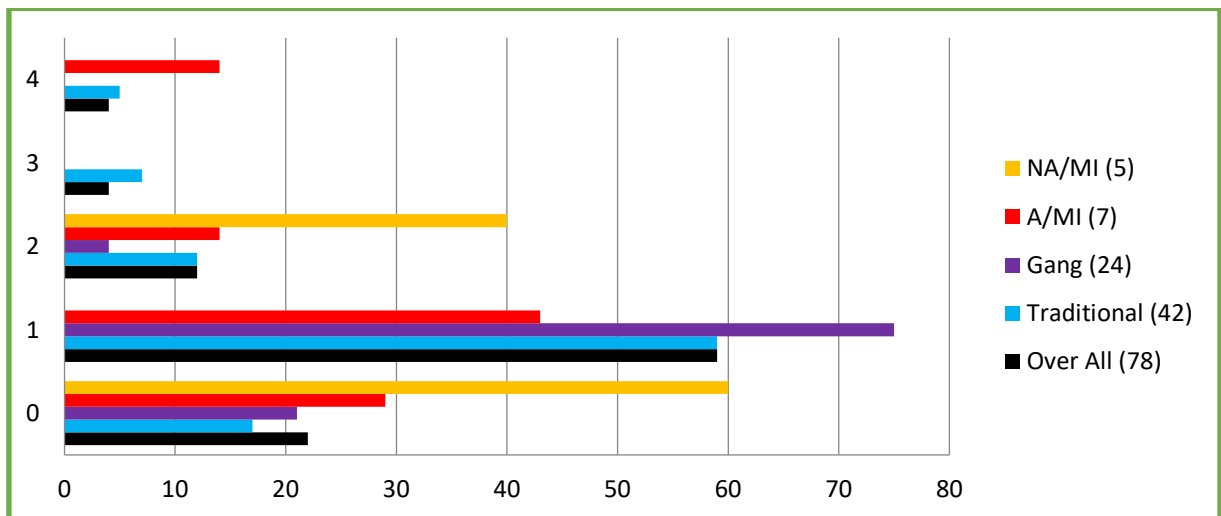


Chart 6.11. Number Killed

Overall, in at least 22% of the incidents researched, no one lost their lives, but 78% of the events ended with at least one life lost. *Traditional* school violence perpetrators did not cause death in 17% of the incidents examined, but did in over half (59%) of the incidents. *Gang-related* school violence perpetrators followed this trend in that they did not kill anyone in 21% of their acts, but did in the vast majority (75%) of their acts. This is probably due to the fact that they often have one or two targets and seek just those targets out and no others. *Associated* school violence perpetrators did not take a life in 29% of their incidents, but were responsible for at least 4 deaths in 14% of their acts. A similar trend is found in *non-associated* school violence perpetrators. This group did not take a life in 60% of their attacks, but took 2 in 40% of the attacks.

Number Injured

While everyone involved in a school violence event can be considered a victim, many receive injuries in which they must receive medical attention. The following chart examines the number injured in the various types of school violence incidents.

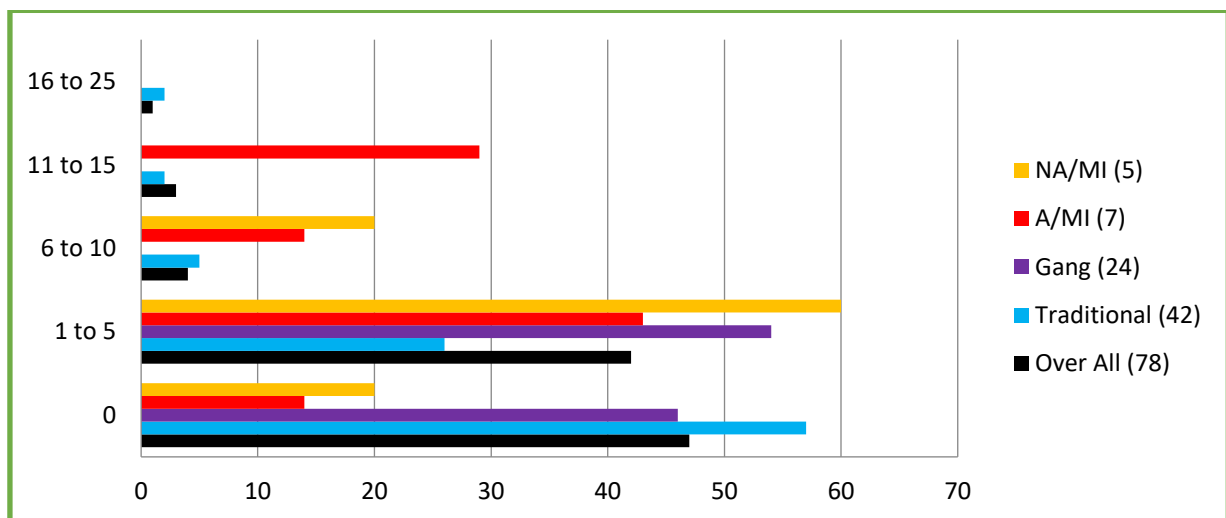


Chart 6.12. Number Injured

Chart 6.12 examines the findings related to the number injured during the events researched. This does not include the number of individuals who lost their lives, which was examined in the prior discussion. Overall, 47% of the incidents experienced no injuries, but 42% did have at least one individual injured. Over half (57%) of the *traditional* school violence perpetrators incidents found no injuries, but 35% did have at least one person injured. *gang-related* school violence perpetrators saw 46% with no injuries, but one to five individuals were harmed in 54% of their events. A trend which is extremely frightening is the fact that 86% of all attacked by *associated* school violence perpetrators resulted in the harm of others at a school. This finding was the same for *non-associated* school violence perpetrators, with 80% of their attacks resulting in one to ten individuals harmed.

SUMMARY

It appears that in the vast majority of incidents, weapons were readily available to the perpetrator. This was true for all four types of school violence offenders. These weapons were more than likely obtained from the offender's home or given to them by a family member or friend. In the case of *traditional* and *gang-related* perpetrators they were most often stolen. Fortunately, most offenders of all types used only one weapon, but those who were older and targeted the school for other reasons (as a symbol or place of innocence) often attacked the schools with multiple weapons including vehicles and propane tanks.

The typical offender will commit their act of violence with only one weapon, but may have up to 200 rounds of ammunition with which to do so. They will most often use a small caliber handgun, but some do use up to and above the power of an assault weapon. It must be noted that some offenders who target schools for other than rational targets reasons such as the *non-associated* type offenders, will attack schools with vehicles and other incendiary devices.

The number of potential victims will be determined by the location of the event. There is a vast difference between an event on a school bus holding 20 students and a cafeteria holding 100 students. There are also the incidents in which a drive-by type of shooting occurs across the front windows of a school. In these cases all 500 students in the affected class rooms could be at risk.

When examining the characteristics of victims several interesting trends are discovered. In some incidents the offender takes the life of a family member before they commit their act at a school, but very often this occurs immediately prior to their arrival at the school. This does not generally allow the initial violence to be discovered prior to the school event occurring.

Unfortunately, in the vast majority of school violence incidents at least one person is going to be injured—75% of the time someone will die. In *traditional* school violence acts, random people will be injured most of the time, but in *gang-related* incidents their target will be the only one injured.

This is true in *associated* and *non-associated* incidents, too. Those who have identified individual targets will most often injure or take the life of that individual, but no other. On the other hand, those who wish to do as much damage as possible to a certain group or institution will often hurt anyone they encounter as they carry out their act of violence.

CHARGES, TRIALS, PLEAS, CONVICTIONS, AND SENTENCES

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

I agree that it has been understudied in serious circles, and “over-studied” in the forum of talk shows and media sound bites. In addition to my own experience I have followed the phenomenon in the latter instance and, preferably, in the former. (Serious avenues such as Frontlines “The Killer at XXXXXXXX High” and the book Columbine). It has given me a fair amount of insight. I believe there are commonalities in most of the school shootings (at least the student vs. student and/or teacher variety) which are confoundingly overlooked. And which, if understood better and more widely, would be a great tool in prevention.

—WM/14/1986 (failing a class, tried to kill the teacher, but shot and killed her substitute and injured a vice principal and two other students)

I do take full responsibility of my actions, though. Being incarcerated this long I have educated myself. And I’m more in-tone with what I consider the reasons and why’s incidents occurred, but to be honest I could only speak for myself My upbringing and surroundings of growing up in a inner-city like XXXXXXXX I was basically born into gang life. Not only that but drugs, guns, violence, unstable households was sort of a way of life. I did make bad choices however, in-a-way I never had a chance to grow due to my surroundings. I don’t know if I’m a victim of circumstances, or product of my environment. But it’s a fact that I’ve victimized so many by what happened with the case I’m in here for: Yes I was crucified by the local media, and the victim was looked at as an angel when we both were known gang-members. However, we both were trying to just go to school, hoping to strive for our dreams. I know I was!

—BM/16/1996 (shot another student during a fight with a group of students)

I grew up playing sports, which is how I got my nickname “XXXX” from the legendary XXXXYXXXX. Sports became secondary once the street’s got a stranglehold of my heart, mind, body, and my soul would be latter confiscated by the commonwealth of XXXXXXXXXXXX.

—BM/16/2004 (shot and killed another student in a group fight a few minutes after their high school graduation)

INTRODUCTION

Examining the charges, trials, pleas, convictions, and sentences of any type of criminal offender is difficult, but extremely so in researching school violence perpetrators. Given the age of most offenders and the ensuing massive media attention, facts often become blurred with assumptions and misreporting, and are convoluted at best. Moreover, what the person actually did versus what they are charged with versus what they are eventually convicted of can be very different. Most states require a juvenile court hearing before a juvenile can be charged and tried as an adult. Some states, though, allow prosecutors to immediately charge a juvenile as an adult if they are at a minimum age (e.g., 14) and commit a violent felony (e.g., homicide).

As stated previously, descriptive data (165 variables) from publicly available secondary sources (e.g., news reports, journal articles, court transcripts, and case studies) were collected for 78 identified currently incarcerated perpetrators of school violence and their events. In addition, demographics, state-level variables, characteristics of events, victims, prosecution, weapons, family, school, peers, and so forth, were also collected. This chapter, like all the chapters in part one, was developed from the analysis of this data.

CHARGES AND TYPES OF TRIALS

This chapter examines the charges and types of trials the four types of school violence perpetrators faced. Their charges and defenses as well as type of trial are presented. Offender’s pleas, convictions, and sentences are also explored.

Charges and Defenses

In examining the charges, types of trial, and defenses of school violence perpetrators, various interesting findings present themselves. While these offenders commit common acts of violence, committing them on school grounds or at school events make them unique in many ways. An offender who uses a firearm in the commission of a crime can receive additional charges and eventual years of punishment in most states. But if this firearm is used on school grounds then, in most states, the offender can actually be charged with each bullet in that firearm as separate charges. Thus the firearm possession is a charge, the number of bullets in the possession of the offender are separate charges, and then, separately, any another crimes committed.

Number of Different Charges

The following chart examines the number of different charges the various types of school violence perpetrators experienced. In the cases examined in this research, the number of different charges mirrored what most offenders experience in the criminal justice system in America.

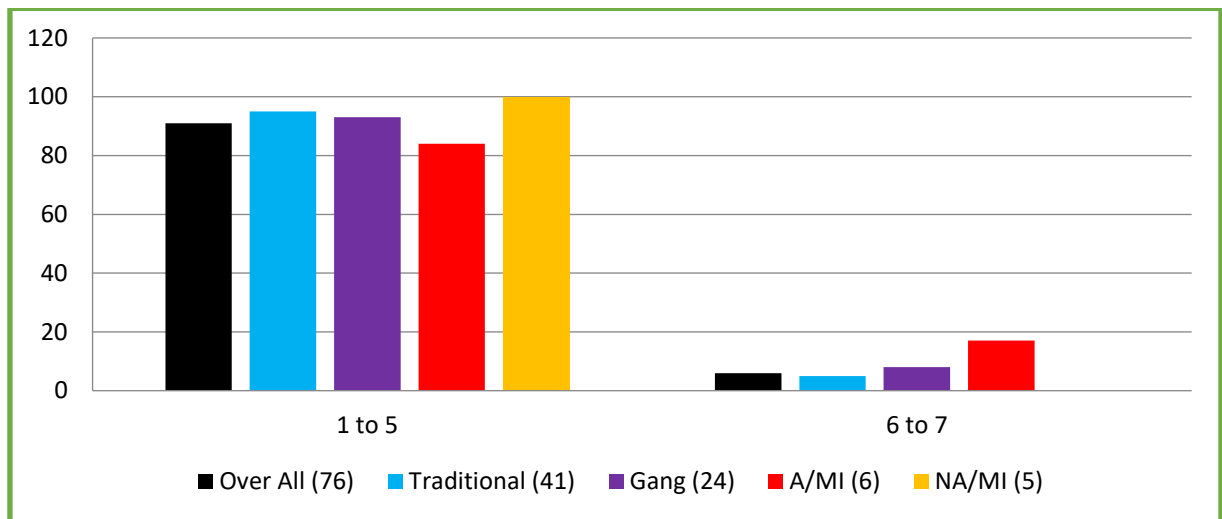


Chart 7.1. Number of Different Charges

It is not uncommon in prosecutions to “stack” charges against certain types of offenders. That is, filing as many charges as possible against a person in hopes that it may lead to a plea bargain or guilty plea if the more serious charges are dropped or reduced. Overall, this does not seem to be the case in the incidents studied. Of these incidents, 91% resulted in 1 to 5 charges, while only 6% brought about more than 6 to 7 charges.

This trend was the same in all types of offenders with *traditional* school violence perpetrators at 95%, *gang-related* school violence perpetrators at 93%, and *associated* school violence perpetrators at 84%, although *associated* offenders did receive more than 5 charges in 17% of the cases. One hundred percent of *non-associated* school violence perpetrators received only 1 to 5 charges.

Type of Trial

Unlike most other type of criminal prosecutions, ones related to school violence result in more jury trials. This is due to the fact that many of these individuals involved in this study were juveniles (under the age of 17) and were either charged initially as adults or waived to adult court. In many states individuals as young as the age of 14 can be charged initially as an adult if they are charged with certain violent offenses. Also, these types of offenders are more likely to offer defenses of being mentally ill at the time of their act or under some type of duress.

Chart 7.2 is an overview of the type of trial that the offenders in this study experienced. At this point different trends emerge which are very different than what is found in studying the trials of other types of offenders.

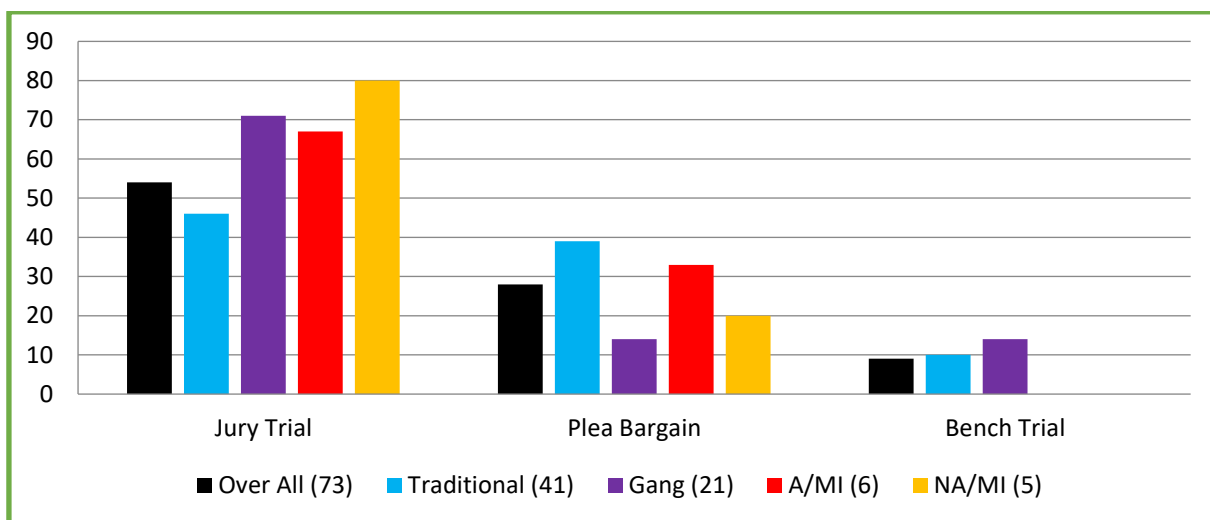


Chart 7.2. Type of Trial

Overall, only 28% of these incidents resulted in a plea bargain (i.e., agreements between defendants and prosecutors where defendants agree to plead guilty to some or all of the charges against them in exchange for concessions from the prosecutors). Of these incidents, 54% resulted in defendants pleading not guilty and requesting a jury trial. An interesting trend is found in studying these incidents closer.

The *traditional* school violence perpetrators sought a jury trial in 46% of the incidents; their pleas focused heavily on mentally ill or under duress defenses.

The *gang-related* school violence perpetrators, on the other hand, most often (71%) pled not guilty in that most were not readily identified at the time of the incident, while almost all *traditional* offenders were. It can also be offered that many of these types of incidents occurred in schools and cities with extreme gang violence crime rates. Many school officials and public leaders wished to make an example of any offender who was apprehended. Therefore, it was probably true that fewer prosecutors were willing to offer plea deals instead of wishing to “prosecute to the fullest extent of the law.”

The *associated* school violence perpetrators (67%) and *non-associated* school violence perpetrators (80%) followed the same trend but for different reasons.

Pleas

Another interesting trend is revealed by examining the pleas that school violence perpetrators initially enter. There is also an interesting difference in considering the number which do and do not accept plea bargains.

Was There a Plea Bargain?

Chart 7.3 examines whether a plea bargain was accepted by the various types of school violence perpetrators. While plea bargains are extremely common in most criminal prosecutions and convictions, this is not the case in school violence perpetrators.

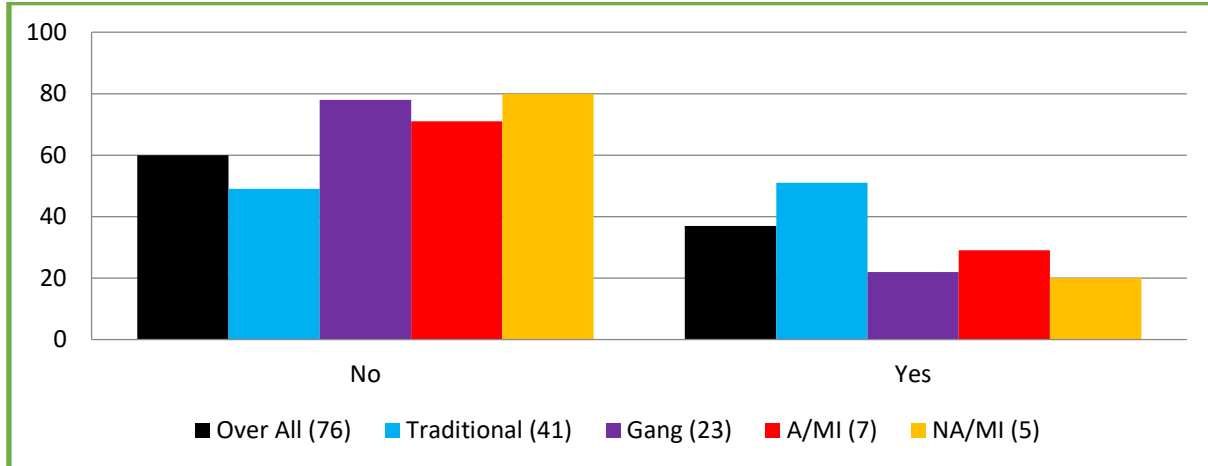


Chart 7.3. Was There a Plea Bargain?

The immediately apparent trend for school violence perpetrators is that, overall, over half (60%) do not accept a plea bargain and decide to face a trial (see chart 7.3). As will be examined further in this chapter, many offer various types of defenses for various other reasons. *Traditional* school violence perpetrators at 49% versus 51% are the one type of school violence perpetrator which does not contribute greatly to this trend. All other types of offenders do contribute heavily to the number who do not accept a plea bargain.

Gang-related school violence perpetrators at 78% and *non-associated* school violence perpetrators at 80% contribute the most to the number who do not accept plea bargains. *Associated* school violence perpetrators fall between these two groups at 71%. Closer examination of the individual cases involved in this research reveal the answer for this trend. *Gang-related* offenders often enter not guilty pleas and offer alibis or argue that they were only using self-defense means to save their own lives. The *associated* or *non-associated* offenders often enter pleas of not guilty of reason of insanity to other types of mental health defenses.

Not Guilty by Reason of Insanity as Defense at Trial or in Plea Agreement

In most cases, a defendant claiming insanity is pleading “not guilty by reason of insanity” (NGRI) or “guilty but insane/mentally ill” in some jurisdictions. If successful, the verdict/sentence may result in the defendant being committed to a psychiatric facility for an indeterminate period. Chart 7.4 is an examination of how many and what type of school violence perpetrators chose this as an option in their defense.

Overall, most (78%) do not use this plea, but a significant number of certain types of school violence perpetrator do make this plea. Most (83%) of the *traditional* school violence perpetrators did not use this plea and almost all (96%) of the *gang-related* school violence perpetrators did not either.

This trend is not the same for the last two types of offenders. While most are unsuccessful, 71% of the *associated* school violence perpetrators did use this plea, and 60% of the *non-associated* school violence perpetrators did as well.

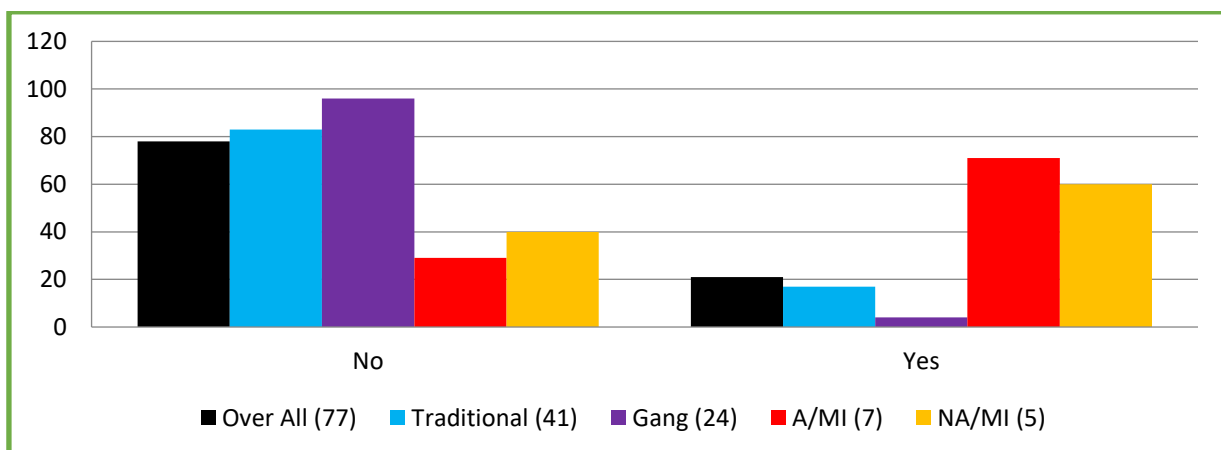


Chart 7.4. Not Guilty By Reason of Insanity as Defense at Trial or in Plea

Guilty but mentally ill as Defense at Trial or in Plea Agreement

Guilty but mentally ill is a verdict available in some jurisdictions in cases involving an insanity defense. In these verdicts the defendant is considered as if having been found guilty, but is committed to a mental hospital rather than imprisoned. This is most often decided if a court ordered mental health examination shows a need for psychiatric treatment.

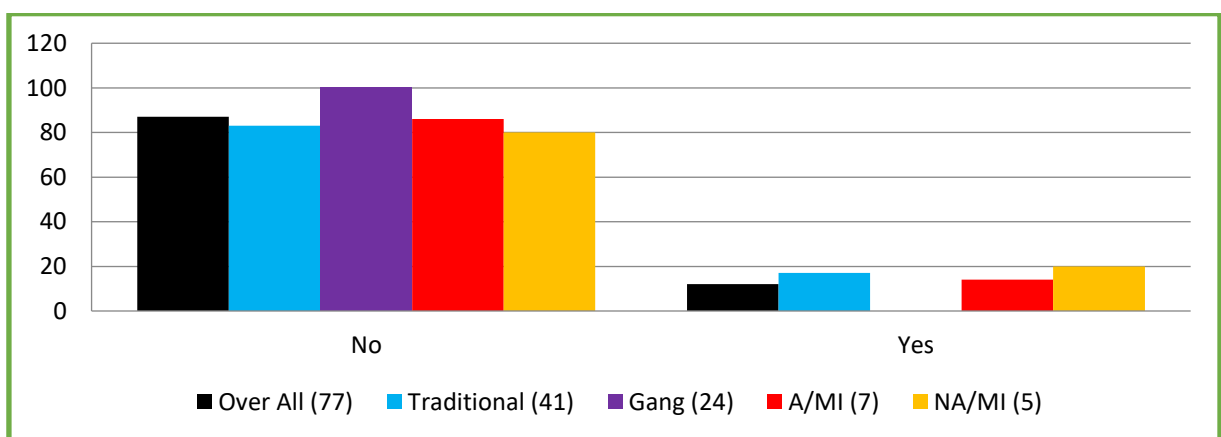


Chart 7.5. Guilty but mentally ill as Defense at Trial or in Plea Agreement

Overall, this type of plea was used less (12%) than the not guilty by reason of insanity plea for all four types of offenders. One factor that may have had an impact on this finding is the limited number of states which allow this as a choice in a plea agreement. A significant number (17%) of *traditional* school violence perpetrators did use this plea, but no *gang-related* school violence perpetrators did.

Another relatively significant percentage (14%) of the *associated* school violence perpetrators used this plea, and the largest percentage using the plea (20%) was the *non-associated* school violence perpetrators.

Convictions

As with most criminal charges, defendants in school violence events are almost always convicted. Given the acts and the individuals involved, most offenders are captured at the scene of the crime or surrender at the time of the event. Only the *gang-related* types of offenders flee the scene often, to be arrested at a later time.

Conviction Counts

Below is an overview of the various charges that the school violence perpetrators in this study received. Not surprisingly, a number of different types of charges are placed upon individuals who commit criminal offenses on K–12 school grounds.

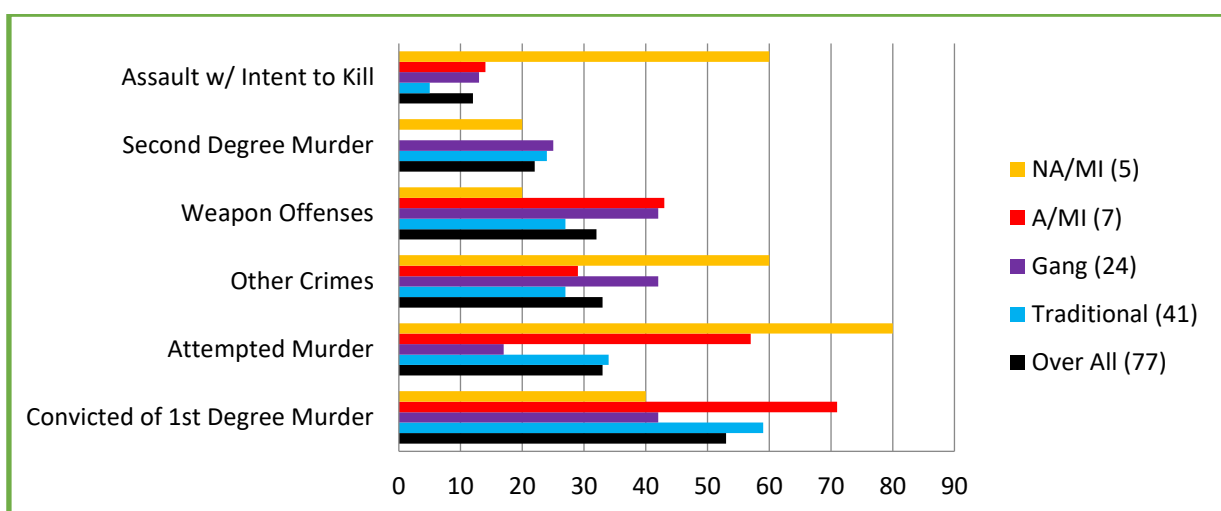


Chart 7.6. Dominant Conviction Counts

Interesting trends are discovered in examining the primary charges against school violence perpetrators. Approximately half (53%) are charged with first-degree murder and one-third (33%) are charged with attempted murder and various other offenses, including extra charges of having and using a firearm on school property. The *traditional* school violence perpetrators received murder charges in 59% of the cases examined. Their other charges vary depending on the actions they took while committing their crime.

Charges against *gang-related* school violence perpetrators also vary. This group is one of the highest in being charged with other crimes (42%) and additional weapons charges (42%). *associated* school violence perpetrators had the highest percentage of individuals being charged with first degree murder at 71%. This is probably due to the targeting of one or two individuals and seeking them out at a former school attended and the premeditation involved in their act. This is one area where the *non-associated* school violence perpetrators are unique; given their random attacks on a K–12 school, they are charged with a multitude of offenses and, fortunately, do not take as many lives as the other types of offenders.

Overall, a few interesting findings occur in looking at the lesser charges placed against school violence perpetrator (see chart 7.7). *Traditional* school violence perpetrators are charged at a significant level (7%) with kidnapping. These charges most often come in the cases where fellow classmates were held hostage or forced to move from one location to another in a classroom. Often the conspiracy charges (2%) are in relation to obtaining of the weapon used.

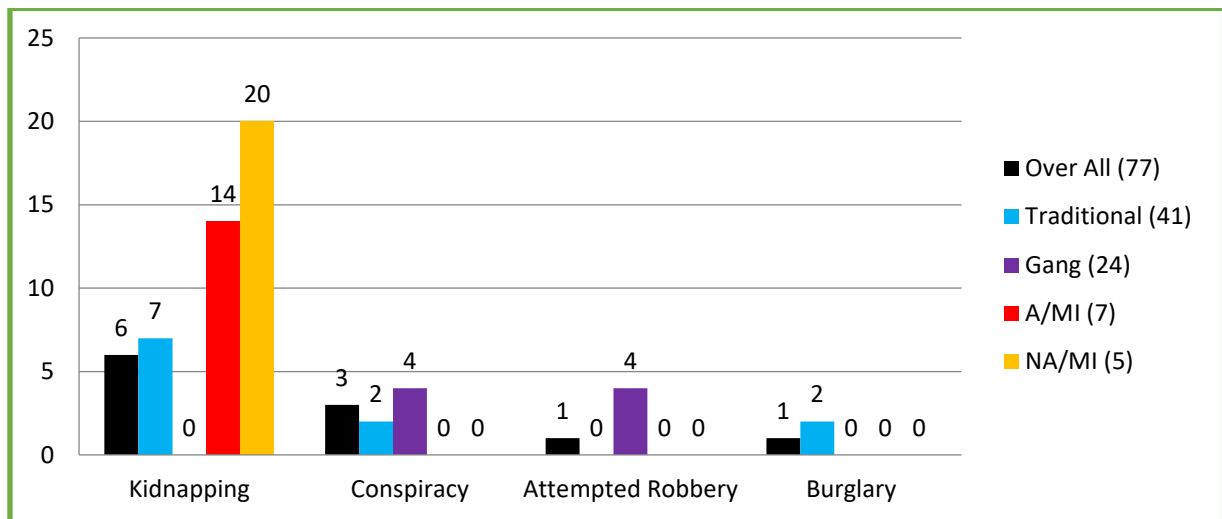


Chart 7.7. Lesser Conviction Counts

Gang-related school violence perpetrators have the highest percentage in being charged with conspiracy and attempted robbery, both at 4%. This is most often due to the fact that there will be other gang members involved and many of the cases in this study involved them robbing other juveniles before and after school on school grounds. The *associated* and *non-associated* school violence perpetrators did not receive any of these charges. This was due to the crime committed and the targeting of individuals for other reasons.

Number of Conviction Counts

In conjunction with examining the number and types of criminal charges received by school violence perpetrators, exploring the number of actual conviction is illuminating as well. Chart 7.8 is an overview of the number of conviction counts the various types of school violence perpetrators received in this study.

Overall, 39% were convicted of 2 to 4 different offense (see chart 7.8). A very close second were convicted of only one offense, at 33%. The *traditional* school violence perpetrators followed this trend with 37% being convicted of 2 to 4 charges and the same percentage being convicted of only 1 charge.

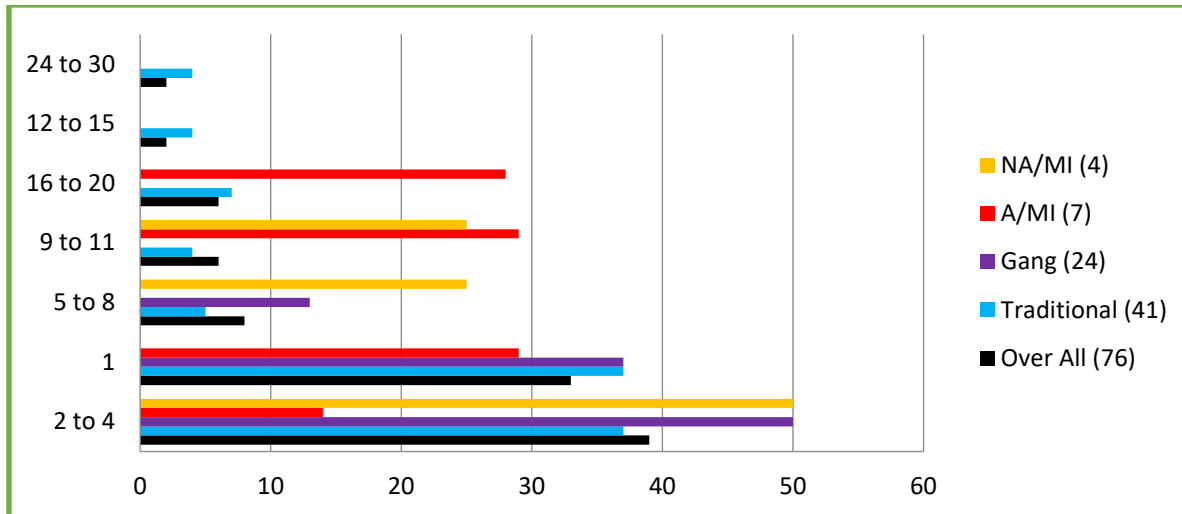


Chart 7.8. Number of Conviction Counts

Half (50%) of the *gang-related* school violence perpetrators were convicted of 2 to 4 charges, but 13% were convicted of 5 to 8 charges as well. Higher numbers of charges are found when examining the other types of offenders. The *associated* school violence perpetrators had 29% and 28% respectively between 9 to 11 and 16 to 20 different convictions. The *non-associated* school violence perpetrators followed this as well with half (50%) receiving 2 to 4 convictions but the other half receiving 5 to 11 conviction counts.

Sentences

In examining the sentences received by the school violence perpetrators, the expected trends are revealed. The following is an overview of the original sentences of the offenders reviewed in this research.

Original Sentence Received

As with all types of criminal offenders, it is difficult to track their original sentence to the sentence that they may be currently serving. For this research it was determined that examining the original sentence of these types of offenders for comparison might be interesting. Chart 7.9 is an overview of those findings.

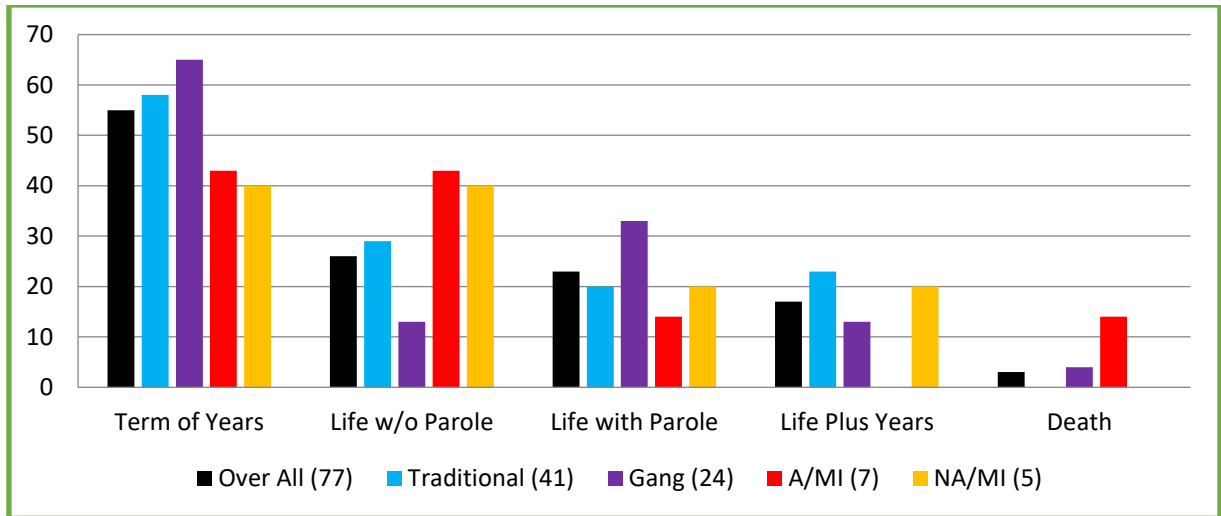


Chart 7.9. Original Sentence Received

Overall, over half (55%) received a term of years. Below is an overview of how these terms of years were distributed between the various types of offenders reviewed in this research. This was the primary initial sentence for all types of offenders. The *traditional* school violence perpetrators were at 58% and none were given the death penalty, but 29% were given life without the possibility of parole.

The *gang-related* school violence perpetrators were the highest in the category of receiving a term of years (65%), but 4% were given the death penalty. The *associated* school violence perpetrators had the largest percentage given the death penalty (14%) and 43% received life without parole sentences. *non-associated* school violence perpetrators were very high in receiving a term of years (40%) and life without parole (40%).

Minimum Number of Years Sentenced

Any examination of sentences given to a group of offenders from across the United States is very difficult at best. Given the varying statutes and sentencing structures, myriad sentences are discovered. Also, when examining individuals who have multiple charges, each mandating a sentence, the confusion increases greatly. The following section attempts to examine the minimum number of years that these types of criminal offenders received.

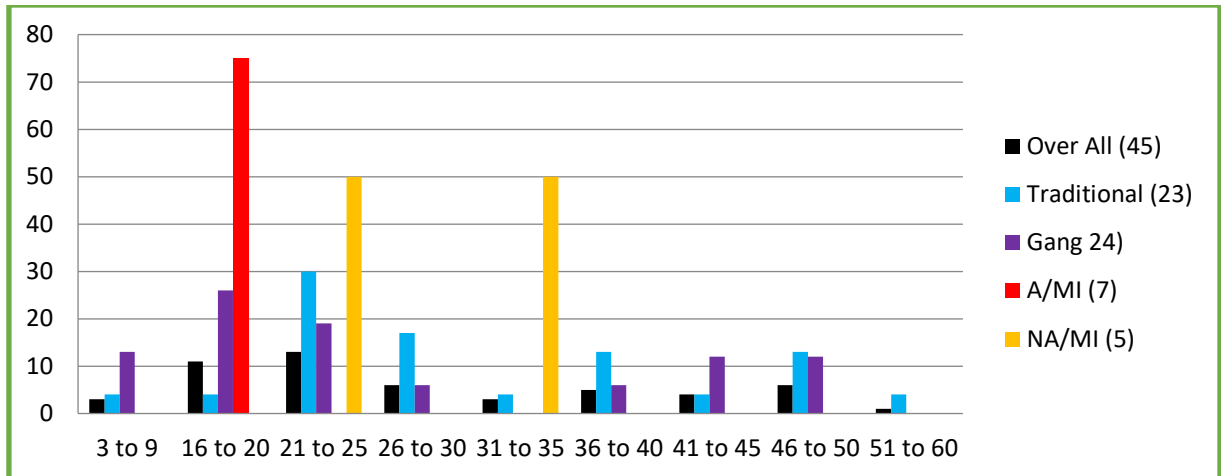


Chart 7.10. Minimum Number of Years Sentenced

As in many areas of this part of the examination of school violence perpetrators, there is great variation in regards to the minimum number of years these offenders received (see chart 7.10). Overall a very slight majority received a minimum of 21 to 25 years at 13%. The *traditional* school violence perpetrators received a minimum of 21 to 25 years, at 30%.

Gang-related school violence perpetrators were the highest in the 16 to 20 year range at 26%. The *associated* school violence perpetrators have a definite trend of receiving a minimum of 16 to 20 years, at 75%. This is the same for the *non-associated* school violence perpetrators at 50% receiving 21 to 25 years and the other half receiving 31 to 35 years.

Maximum Number of Years Sentenced

The following is an examination for comparison in the maximum number of years these types of offender receive. Given the varying characteristics of crimes which occur on K–12 campuses, the sentences vary greatly as well.

Overall the maximum number of years received vary greatly given the various types of offenses committed on school property across the United States (see chart 7.11). On average 12% to 9% receive significant numbers of years, at 21 to 75 years. The *traditional* school violence perpetrators were around 32% to 30% in the range of 21 to 75 years, but 6% did only receive a maximum of 3 to 9 years.

The *gang-related* school violence perpetrators were at 42% and 47% had ranges of 36 to 75 years. *Associated* school violence perpetrators were constant at 33% receiving the maximum number of years at 16 to 35, but 33% also received over 100 years. *Non-associated* school violence perpetrators were interesting in that, in this study, they all received 21 to 35 years maximum.

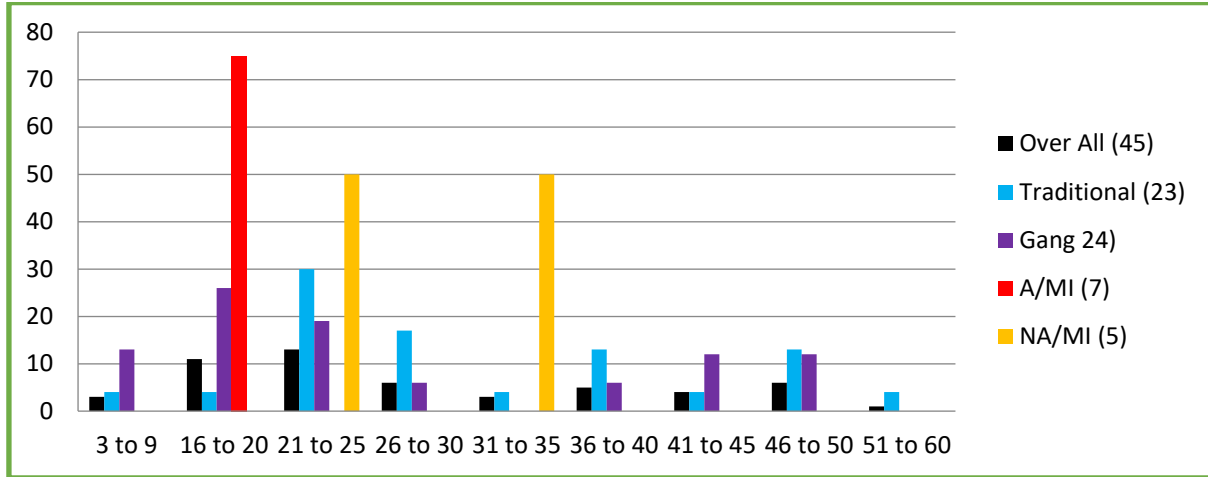


Chart 7.11. Maximum Number of Years Sentenced

Eligible for Parole

Chart 7.12 offers a comparison of the types of offenders as to whether they are eligible for parole. The eligibility is examined as it pertains to the four types of school violence perpetrators.

Finally, in regards to the percentage of offenders eligible for parole, a little over half (53%) may one day be paroled (see chart 7.12). *traditional* school violence perpetrators follow this trend at 58%. *gang-related* school violence perpetrators are the most likely to be eligible for parole at 68%. This may be due to the charges they receive. Most often, these are the individuals who target one person at a school and assault just that one person.

The two groups that have the highest percentage of offenders who are not eligible for parole are the *associated* and *non-associated* school violence perpetrators. The highest percentage group is the *associated* school violence perpetrators at 71%. Second only to *gang-related* offenders (68%), *non-associated* school violence perpetrators are at 60%. In closer examination of the actions committed by these types of offenders it is apparent that courts wish to protect society in general from this type of offender. Often there assaults are premeditated and, with the *non-associated*, may have no rhyme or reason except to take the lives of young children.

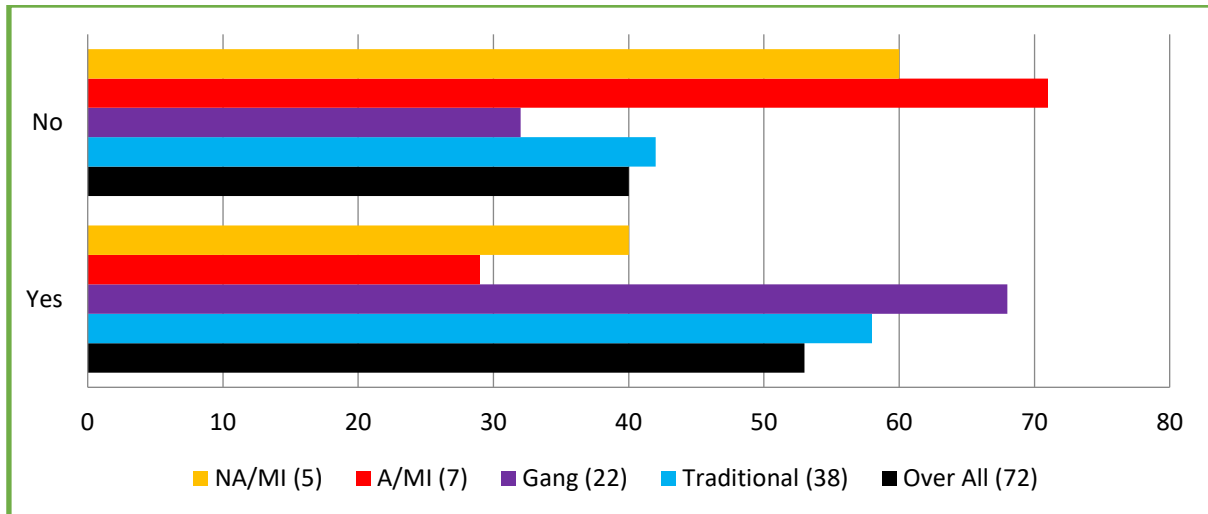


Chart 7.12. Eligible for Parole

SUMMARY

The average school violence incident will result in from one to five different charges against the offender. Some of these charges are unique given that the criminal act occurred on school property which bring about a number of additional criminal charges. In contrast to many other types of offenders, school violence perpetrators appear to seek jury trials and do not accept plea bargains as readily. Again, this is probably due to the age of the offenders and the various defenses they offer given the uniqueness of their crime and choice of location to commit it.

Over half of the school violence perpetrators examined in this study did not accept a plea bargain and sought a jury trial instead. The *traditional* type of offender did accept a plea bargain in half of their incidents, but this was, again, probably due to their young age and having sought some type of eventual release date so they could have some type of future life. Most school violence perpetrators do not use the not guilty by reason of insanity plea or seek the guilty by reason of insanity verdict. This is somewhat surprising given the crimes committed, but may also be that these are the most difficult pleas and verdicts to seek in a criminal trial.

Given this form of violence and the targeting of a certain individual(s) at a school, there are very high rates of deaths encountered. In that many of these deaths involve premeditation, many result in juveniles being charged as adults and receiving first degree murder charges. The *non-associated* types of offender receive the highest number of charges given their random targeting of children.

In that most school violence events involve one person targeting specific individuals, most offenders receive various types of murder and attempted murder charges. Sometimes when classmates are held hostage the additional charge of kidnapping will be given. The *gang-related* type of offender and others do sometimes receive conspiracy charges, but this is most often in regards to how they obtained the weapon used in the event. The number of convictions varied greatly among the various types of school violence perpetrators. Given the varying type of crimes they committed on school property this would make sense.

Any comparison of sentences given to a group of offenders from across the United States is very difficult at best. Given the varying statutes and sentencing structures, myriad

sentences are discovered. Also, when examining individuals who have multiple charges, each mandating a sentence, the confusion increases greatly. As in many areas of this part of the examination of school violence perpetrators, there is great variation in regards to the minimum number of years these offenders received.

Overall the maximum number of years received vary greatly given the various types of offences committed on school property across the United States. Sentencing structures across the country vary greatly and may explain the varying sentences given to these types of offenders. And, overall, over half (55%) received a term of years. This was the primary initial sentence for all types of offenders.

As with most convicted of crimes, even extremely violent crimes, many school violence perpetrators could one day be released on parole. This parole may not be even considered for many of these types of offenders until after 30 and 40 years, but it is a possibility.

Two

FROM THE MOUTHS OF SCHOOL VIOLENCE OFFENDERS

The following chapters examine results of a second part of the overall research project, which focused on the results of a 200-question scenario-based survey, entitled “School Violence Prevention Questionnaire.” The survey was distributed in 2013 to the identified incarcerated school violence perpetrators who committed acts of violence across the United States between 1979 and 2011.

Each of the findings is represented through the following four types of school violence perpetrators (the number and percentage by type of offender is also represented):

Traditional School Violence Perpetrators (18 of the 36 offenders in this sample);
Gang-related School Violence Perpetrators (13 of the 36 offenders in this sample);
Associated School Violence Perpetrators (4 of the 36 offenders in this sample);
Non-associated School Violence Perpetrators (1 of the 36 offenders in this sample).

This analysis resulted in the revelation of unique information dealing with the projected thoughts, feelings, and experiences of a hypothetical offender (John/Jane) by the four types of school violence perpetrators. These projected feelings and thoughts are examined in four time periods: *before* the decision to commit violence, while *planning* the violence, *during* the violence, and during the *aftermath* of the violent event.

BEFORE THE DECISION TO COMMIT VIOLENCE

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

Even with me living the life that I live and me being in the circumstances that I'm in, I still disbelieve in using violence as a form of communication. When tragedies hit most people male or female we respond in a haste manner without thinking for others as well as the consequences of our actions which will only lead to years or decade of decadence. No quick fix can help our nation heal from its losses or the pain that we suffered over the last couple years, months, weeks etc. . . . It's time for rational thinking in unionism so different minds can give different opinions on the issues at hand. Making guns illegal in my opinion will only increase crime rate in my opinion solely for the fact that people already have existing problems and they need some type of artillery to protect their self and others.

—BM/16/2004 (shot and killed another student in a group fight a few minutes after their high school graduation)

Mostly EVERYONE had their own CLICKS who were SOMEHOW “outside” the REST of the students. Well, I’ll say at least HALF of the school was made up of different CLICKS, NEIGHBORHOODS, GANGS of SOME sort. So, it really wasn’t something considered “OUT” of the NORM. (That is in the minds of many young kids such as myself.) YES, I believe my parents depended on “corporal punishment” WAY too much and took things WAY too FAR. Before the “BUS DRIVER” started giving me problems and siding with the victim who was CLEARLY the AGGRESSOR in the BEGINNING, I cant say that I was seeking any REVENGE against any school officials or teachers. I mean, I was ANGRY with her but it hadn’t crossed my mind to go as far as THREATENING her in anyway. Being judged UNFAIRLY had simply become “a part of LIFE”—a part of the new WORLD I lived in (being BLACK in an all WHITE NEIGHBORHOOD). . . . You could say the community looked AFTER its OWN. HOW? . . . Good enough to accomplish WHAT? I SAY this

because I never PLANNED to KILL anyone. I just wanted the victim and his cohorts a LESSON. I wanted to HUMILIATE them and make them APOLOGIZE for threatening to harm my FAMILY, KILL ME and for all the RACIAL SLURS that they'd made towards me. There were 2 OTHER guys with him a few days EARLIER (ages 19 and 24) waiting on me at my "Bus stop," after following BEHIND the bus and driving BESIDE it, yelling out THREATS of bodily HARM, calling me niggers, porch monkeys, etc. (ALL of which the Bus Driver Ms. XXX WITNESSED, but never said ANYTHING ABOUT!) I don't recall the guys' NAMES as of now, but I can STILL see their FACES!—ANYWAYZ, in SHORT, I always KNEW I was going to JAIL AFTERWARDS. I just never thought it would be for MURDER . . . (ASSAULT or even BATTERY perhaps, but it never OCCURRED to me that something would go WRONG and I'd end up taking a LIFE! EVENTUALLY, I DID think these things, but not immediately AFTER. When I think back to that TIME, I felt "BURDENED DOWN," kind of like having the weight of the WORLD on my SHOULDERS. I never even received ANY kind of "PSYCHOLOGICAL EVALUATION." I was just walking around like an empty SHELL; Day after DAY, FEARFUL and WONDERING if I'd ever WAKE up from the most TERRIFYING, long-drawn OUT NIGHTMARE of my young 14 year old LIFE! . . .

—BM/14/1996 (shot another student 6 times with a 22 caliber pistol on a school bus after a verbal feud)

INTRODUCTION

It can be argued that the most crucial point in a violent act is before one chooses to commit one. Undoubtedly, the reasons for the eventual act will be found in the minutes, days, weeks, and years of an individual's life and mind before they choose to commit a violent act. This is especially true for juvenile delinquency and school violence. This chapter attempts to examine the thoughts, feelings, and experiences of school violence perpetrators before they decided to commit their act of violence. The topics of past views of self, feelings and emotions, abuse received, and influences are explored. The results are examined as they pertain to the four types of school violence perpetrators discussed in this book.

As stated in the introduction, a secondary part of the overall research project focused on the results of a 200-question scenario-based survey, entitled "School Violence Prevention Questionnaire." Using a projective technique, respondents were asked to put themselves in the shoes of John/ Jane, a person similar to themselves at the time they committed their acts of violence and to answer questions about John's/Jane's thoughts, feelings, and experiences at four different time periods. The following are the results of findings of the first time period, before the decision to commit violence.

THOUGHTS, FEELINGS, AND EXPERIENCES BEFORE ACT

The following sections examine the projected thought, feelings, and experiences of the various types of school violence perpetrators during the period before a person begins to plan their actual violent act. The views of self, feelings and emotions, and abuse received are examined as to the possible level of their impact. Also, the external influences and factors of one's current situation are explored.

Views of Self

Most individuals desire to have a positive view of themselves and hope that it is shared by others in their lives. There is a great deal of research which discusses the potential dangers of a lack of a positive view of self. Chart 8.1 examines the projected views by those surveyed as it pertains to the various ways a pre-offender may see themselves and their world.

The traditional causes of escalated violence in an individual are supported in this part of the study. Offenders surveyed projected all forms of conflict with and negative views of others. Overall, 72% projected that these individuals will have issues with conflict with others with very close second and third issues of being anti-authority (69%) and frustrated easily (67%) (see chart 8.2).

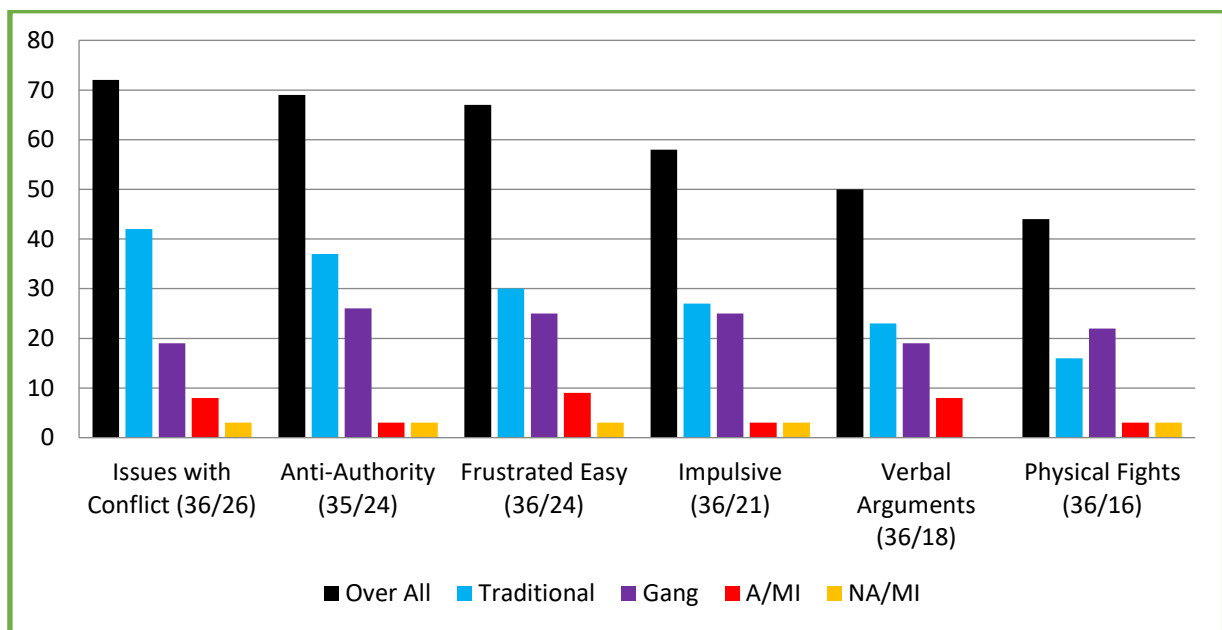


Chart 8.1. Most Significant Views of Self

Traditional school violence perpetrators follow these findings at 42% for having issues with conflict in general and 37% as being anti-authority.

Interestingly, *gang-related* school violence perpetrators projected anti-authority (26%), being frustrated easily (25%), and being impulsive (25%) as significant factors. The *associated* school violence perpetrators added having many verbal arguments (8%) as another factor, while *non-associated* school violence perpetrators were almost even across the board

at 3%.

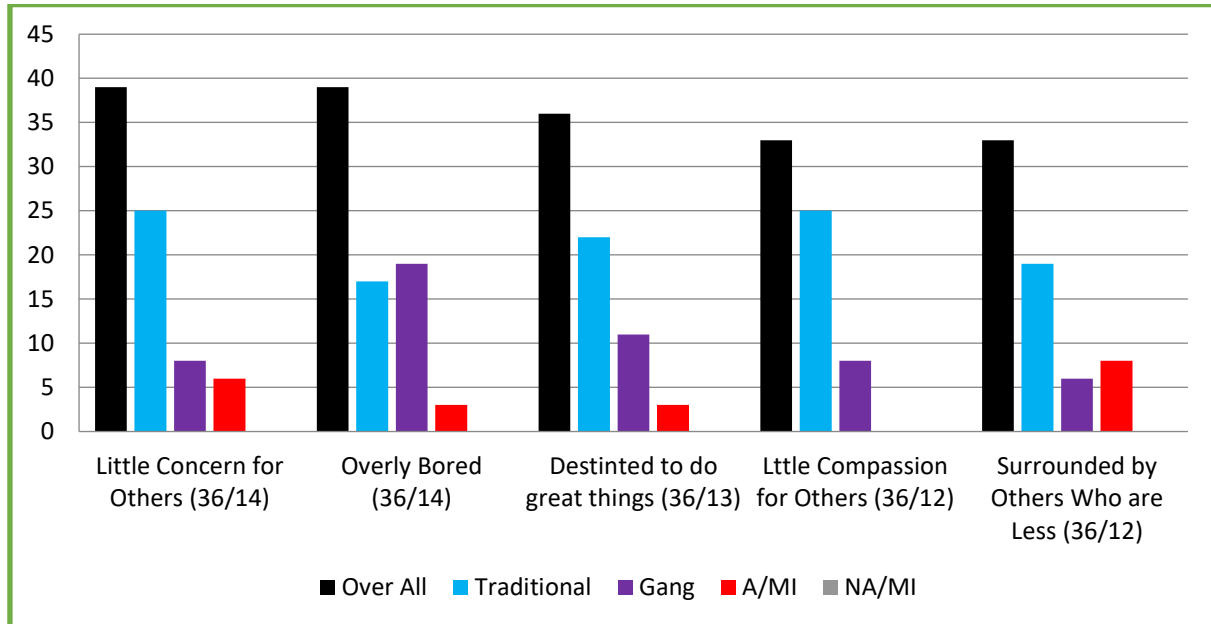


Chart 8.2. Lesser Significant Views of Self

The slightly lesser projected issues overall seemed to deal with views of self in regards to feelings and views of the surrounding world in general. Overall, having little concern (39%) and being overly bored most of the time (39%) were tied in level of significance. The *traditional* school violence perpetrators had the greatest percentage projected in the areas of lack of concern or compassion for others (25%). *gang-related* school violence perpetrators projected being bored as the most significant at 19%.

The *associated* school violence perpetrators projected little concern for others (6%) and surrounded by others who they perceive as inferior to them (6%) as being significant factors. An interesting trend begins at this point in that in many areas of examined period before an individual begins to plan an act of violence, the *non-associated* school violence perpetrators make no comments or projections on these potential thoughts.

Lack of Self-Confidence

Another very interesting area to investigate is the level, or lack thereof, of confidence in those who begin planning acts of school violence. The following chart examines this concept in regard to confidence issues with fellow students, family members, friends, and romantic interests. Issues in school performance are also explored.

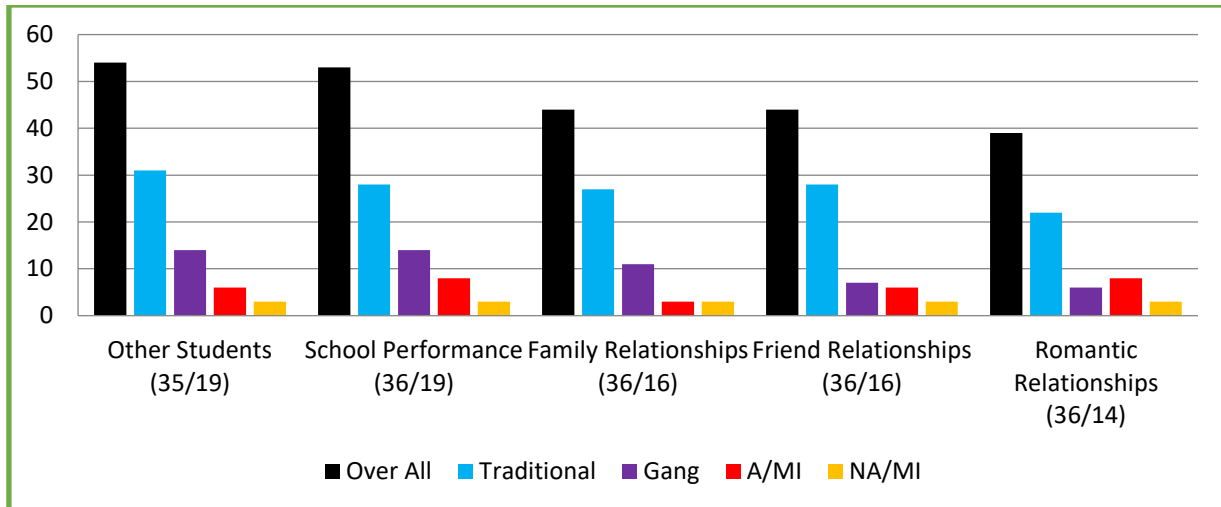


Chart 8.3. Lack of Self Confidence

Chart 8.3 reveals and confirms the areas where most school violence perpetrators probably fall in regards to lack of self-confidence. Overall the survey respondents projected that lack of confidence with fellow students (54%) and in school performance (53%) would be the major factors. For the *traditional* school violence perpetrators they project that all areas of one's life will be areas where they will experience lack of self-confidence.

To a lesser extent, *gang-related* school violence perpetrators will project these issues as occurring across the board as well. This is also one area where *associated* and *non-associated* school violence perpetrators project very close percentages as to the fact that lack of self-confidence in all areas of one's life will impact their future behavior.

Unsure of Role

A major cause of one lacking self-confidence is that they may be unsure of their role in a given situation with others. The following is an examination of what impact being unsure with family, friends, and peers might have.

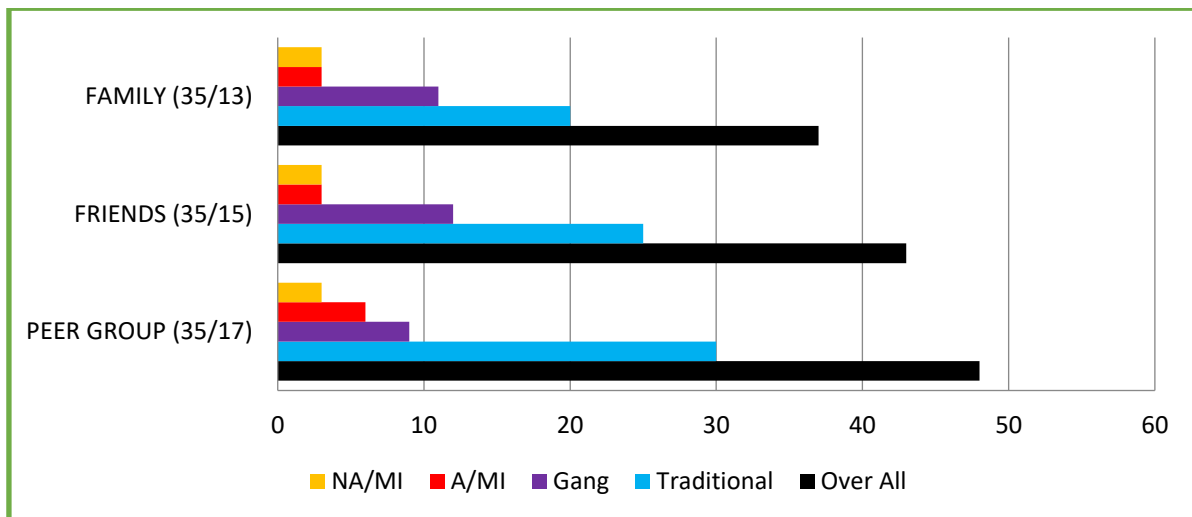


Chart 8.4. Unsure of Role

As would be expected with most juveniles, school violence perpetrators are probably very unsure of their role in most aspects of their lives. Overall those surveyed projected that being unsure of one's role in peer group (48%), with friends (43%), and in one's family (37%) will probably have a major impact upon one's eventual violent behavior. *Traditional* school violence perpetrators follow this trend with significant percentage projections in all three areas (30%, 25%, and 20%). *gang-related* school violence offenders follow this trend, but project being unsure of rolls with friends as slightly more of a concern (12%).

The *associated* school violence perpetrators follow these concerns at an even lower level with projections of 6% for peers and only 3% for friends and family. *Non-associated* school violence perpetrators follow this with 3% across the board in regards to areas of uncertainty.

Perceived as a Leader

A strong impact on the positive view of one's self can be if they are viewed as a leader by people in their lives. The reverse is true as well; lack of being seen as a leader can have a very negative impact on one's self-image.

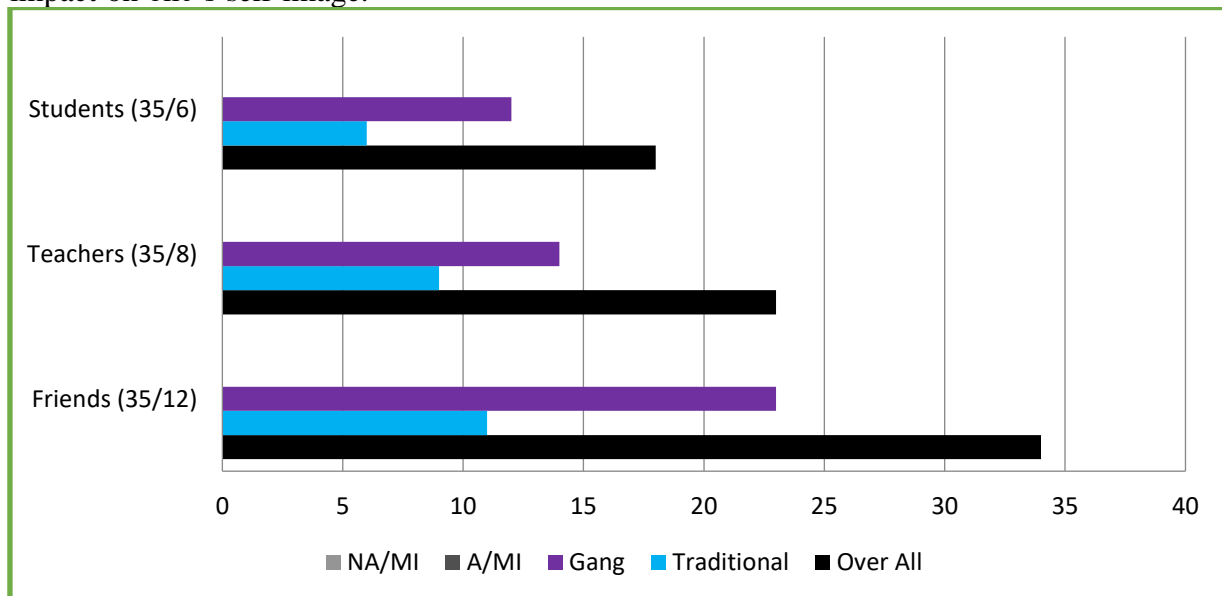


Chart 8.5. Perceived as a Leader

Very interesting trends begin to evolve when examining the projected views of the various types of school violence perpetrators in regard to how they believe they are seen by others (see chart 8.5). Overall relatively low percentages of each type of offender projected that the offender was probably seen as a leader by friends (34%), teachers (23%), and fellow students (18%). The differences become apparent immediately when examining *traditional* school violence perpetrators. This group was only a third of each category: 11% friends, 9% teachers, and 6% with fellow students.

On the other hand, *gang-related* school violence perpetrators projected the highest percentages in all areas with being perceived as a leader by friends at 23%, teachers 14%, and fellow students at 12%. The trend of very low or no projection by *associated* and/or *non-associated* school violence perpetrators continues in this regard.

Perceived Importance and Role Model

Along the same lines as being seen as a leader by others, being perceived as being important to at least one other person is extremely important to the development of an individual. Feeling as if one is a role model to another is also a strong contributor to one's ego and positive view of self.

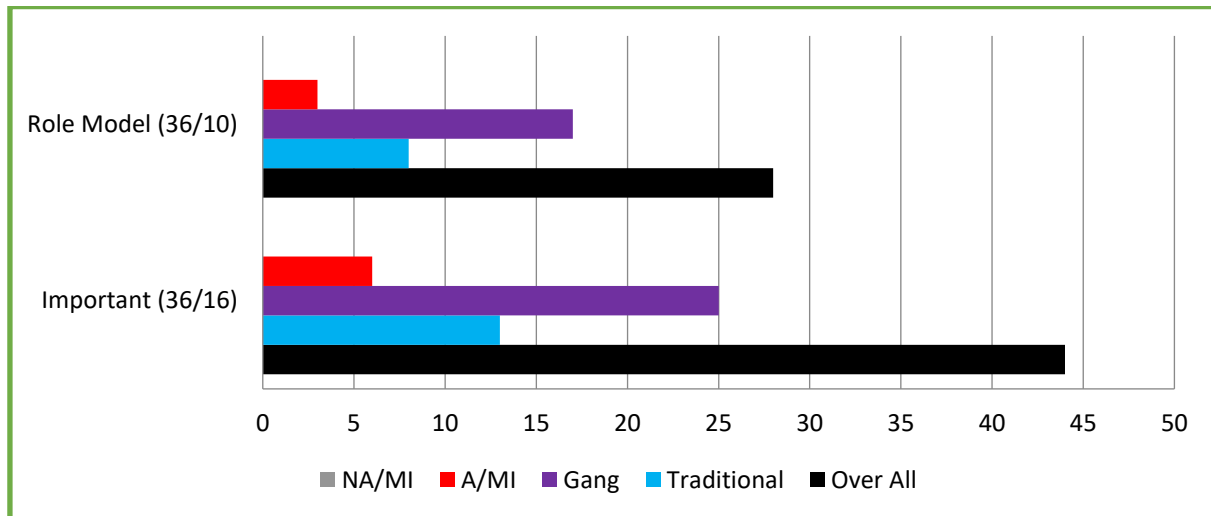


Chart 8.6. Perceived Importance and Role Model

Overall the percentage of those school violence perpetrators who projected feelings of being important (44%) or a role model (28%) to at least one other individual are rather low (see chart 8.6). A closer examination of the findings reveals other areas of concern when it comes to the various types of offenders projected views of self. The lowest in this group are the *traditional* school violence perpetrators. Only 13% projected feelings of being important and only 8% projected feelings of being a role model. This speaks a great deal to the self-perception of this type of offender.

As has been discovered in many areas, *gang-related* school violence perpetrators seem to have better views of self and more concern for others than any other type of offender. Of these offenders, 25% projected feelings of being important to others and 17% as being a role model. It could be argued that this view is actually an unexpected benefit of living the gang lifestyle.

As would be expected, *associated* school violence perpetrators projected very low feelings of being important (60%) or being a role model (3%) and the *non-associated* school violence perpetrators once again did not project any feeling at this level at all.

Feelings and Emotions

Attempting to examine the feelings and emotions of school violence perpetrators before they become an actual offender is very difficult. Often the research that occurs in this area is based on interviews with friends and families of an offender or the reviewing of court papers and psychological reports. What follows are the projected feelings and emotions of convicted school violence perpetrators in the areas of being threatened, being ignored, being ridiculed, and not being valued by others.

There are also parts which address projected feelings of issues of suffering and views of parents.

Feelings of Being Threatened

Chart 8.7 offers an overview of the projected feelings of the four types of school violence perpetrators in this study in regards to possible areas where perceived threats can occur. The traditional areas of attacks upon one's physical being, reputation, and masculinity/sexuality are examined.

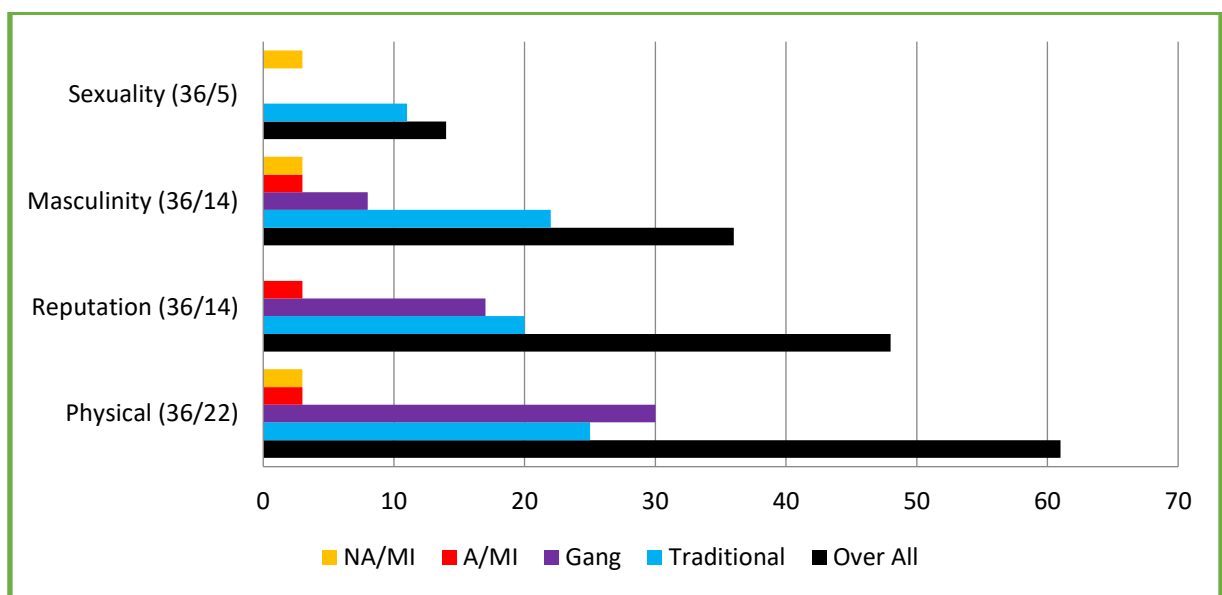


Chart 8.7. Feelings of Being Threatened

Overall, the majority of all types of offenders (61%) projected that the fictitious school violence offender would have fears for their physical safety. The *traditional* school violence perpetrators projected feelings of being threatened in all areas, but their highest (25%) was in the area of physical safety and a very close second and third were masculinity (22%) and reputation (20%).

Not surprisingly, *gang-related* school violence perpetrators projected the highest percentage (30%) that one's physical safety would be the primary concern and that reputation (17%) would be secondary. Also, they projected no feelings of having their sexuality questioned. The *associated* and *non-associated* school violence perpetrators projected the same percentage of threat areas at 3%, but the *associated* offenders, like the *gang-related* ones, did not project sexuality as a concern.

Feelings of Being Ignored

Most do not like the feeling that they are being ignored by others. This is extremely true when it comes to children. Being totally ignored by people who the child sees as important can result in drastic acting out and/or negative behavior to draw at least some type of attention from another source. Chart 8.8 examines the projected feelings of the surveyed offenders in regards to feeling ignored by others.

Overall, disturbing percentages are projected by all types of school violence perpetrators when it comes to feelings of being ignored (see chart 8.8). Fifty percent projected feelings of being ignored by family and a very close seconds in regards to being ignored by friends (42%) and teachers (42%). *Traditional* school violence perpetrators follow this trend and make up the greatest percentage of these finds in their projections of 25% to 22% across the board in these three areas.

Gang-related school violence perpetrators followed this trend at approximately half the level at 14% to 22%.

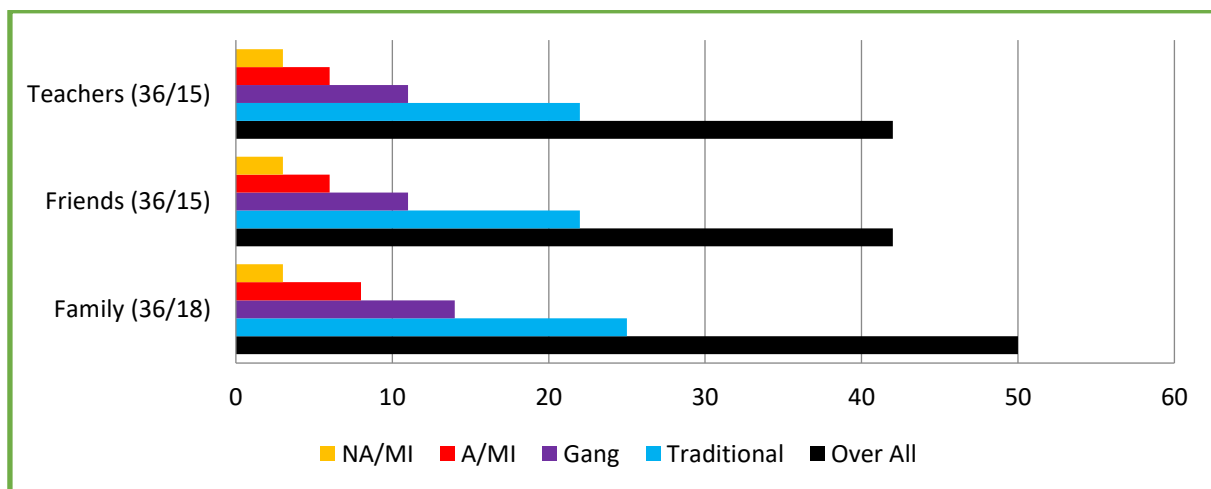


Chart 8.8. Feelings of Being Ignored

Continuing a lowering step pattern, the *associated* school violence perpetrators' projections were once again almost half of the *gang-related* ones at 8% to 6%. Finally, the *non-associated* school violence perpetrators finished this pattern with projections which were half the percentage of the *associated* offenders at 3% in all areas.

Needs Ignored

One of the ways that feelings of hopelessness begin is very often when one feels that their needs are being ignored. Chart 8.9 gives an overview of projected feelings of whether the fictitious individual felt that their needs were being ignored by teachers, family, and friends.

As with feeling of being ignored as an individual, having one's perceived needs ignored will have a significant impact on the attitude and self-perception of an individual. Overall, 44% of the school violence perpetrators projected feelings that one's needs being ignored by teachers would have a significant impact, with needs being ignored by parents a very close second at 42%. *Traditional* school violence perpetrators' projections were almost half of these

projections with feelings of being ignored by teachers at 23% and being ignored by family a close second at 20%.

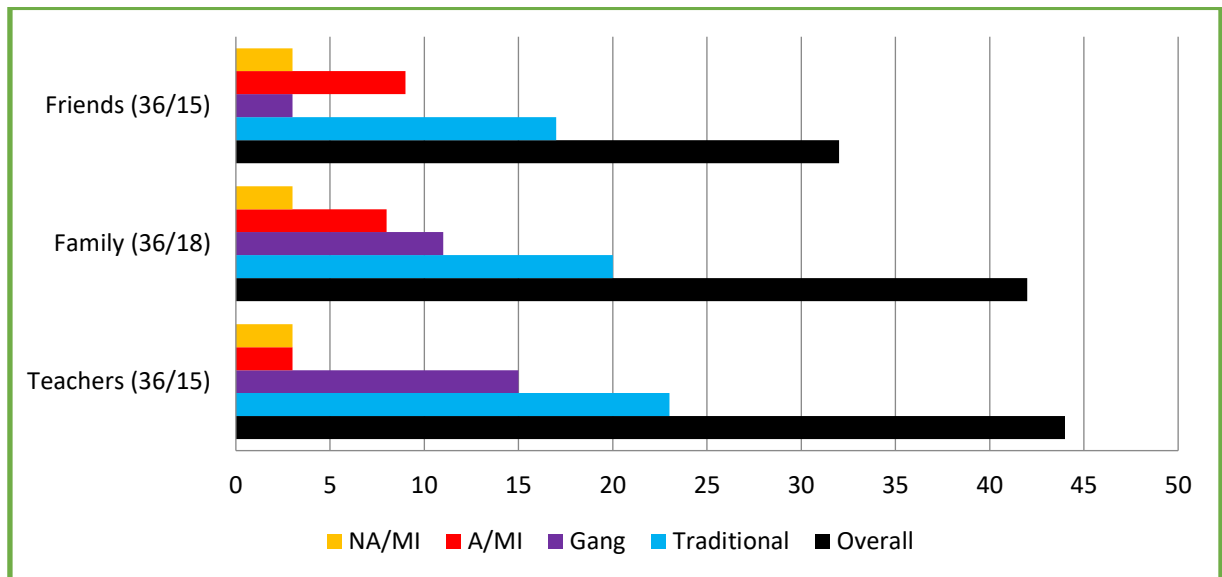


Chart 8.9. Needs Ignored

Gang-related school violence perpetrators' projections followed suit with needs ignored by teachers at 15% and family at 11%. As would be expected, being older and out of school, the *associated* school violence perpetrators projected more negative feelings on family (8%) and friends (9%) in this regard. The *non-associated* school violence perpetrators' projections were evenly distributed across all three entities at 3%.

Feelings of Being Ridiculed

It could be argued that an individual might prefer to be ignored than to be constantly ridiculed for things that may very well be totally out of their control. The areas could be one's physical appearance, family status, or intelligence level. In regards to the issues of intelligence level, this could be being perceived as being very ignorant or very smart. Chart 8.10 explores the school violence perpetrators' projected views in this regard.

Overall, it is obvious that being ridiculed is a significant factor. Physical appearance was the leading projected reason for ridicule at 42%. Family status at 25% and intelligence level at 22% were distant seconds. The *traditional* school violence perpetrators projected that physical appearance (30%) was the main factor and intelligence level (13%) was the second.

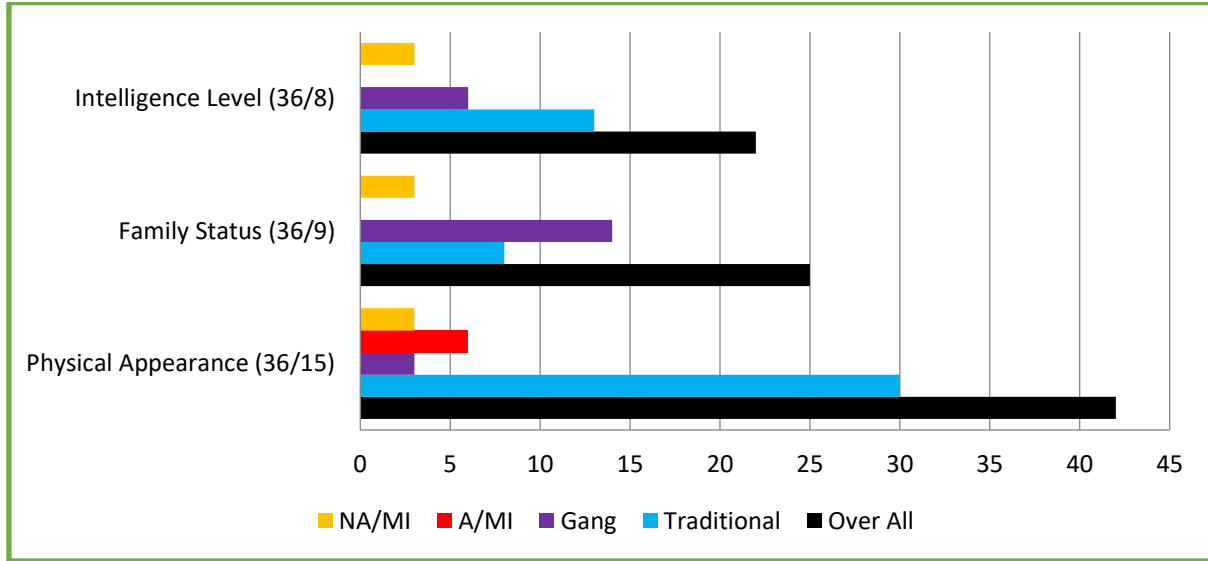


Chart 8.10. Feelings of Being Ridiculed

The *gang-related* school violence perpetrators were the highest at 14% in projecting that being ridiculed by one's family status would be the biggest issue. *Associated* school violence perpetrators projected in only one area which was physical appearance at 6%. The *non-associated* school violence perpetrators projected evenly at 3% in all three areas.

Feelings of Not Being Valued

In addition to feeling one's needs are being ignored, feeling that one is not valued by anyone in one's life will have a significant negative impact upon their perception of self. Feelings of not being valued as projected by the four types of school violence perpetrators in this study are examined in chart 8.11.

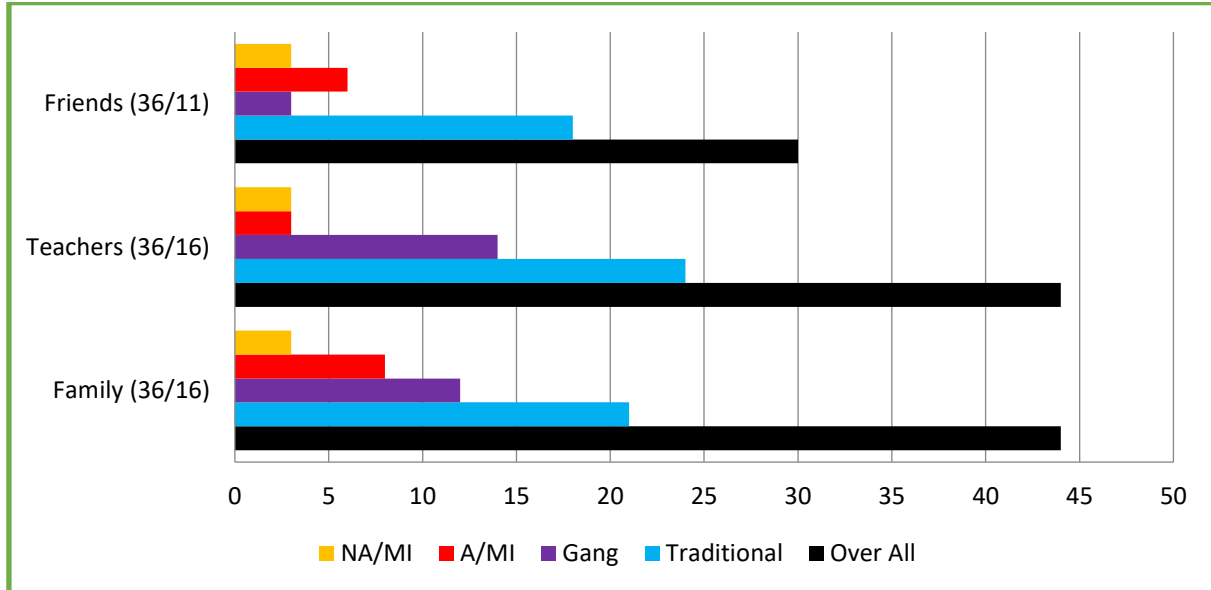


Chart 8.11. Feelings of Not Being Valued

Overall, not feeling valued by family, teachers, and friends was a significant area of projection by all four types of school violence perpetrators (44% and 30%). Once again, the *traditional* school violence perpetrators led the percentages in these projections with 24% projecting these feelings upon teachers and a close 21% toward family.

Gang-related school violence perpetrators echoed this same trend with projections toward teachers at 24% and family at 21%. Again, probably due to age and not being a current student, *associated* school violence perpetrators projected these feelings on family first at 8% and friends second at 6%. In continuing a trend in this time period, the *non-associated* school violence perpetrators were evenly distributed in all three areas with 3%.

Issues in Suffering

Individuals suffer in many ways. The vast majority suffer in silence and attempt to self-medicate or cope in various ways (i.e., alcohol, drugs, sex). Those who ultimately commit a violent act are no different, but for some reason or trigger, they resort to violence as a form of answer or response. Below is an examination of the projected thoughts in regard to areas in which the fictitious offender may have been suffering prior to the decision to begin planning a school violence incident.

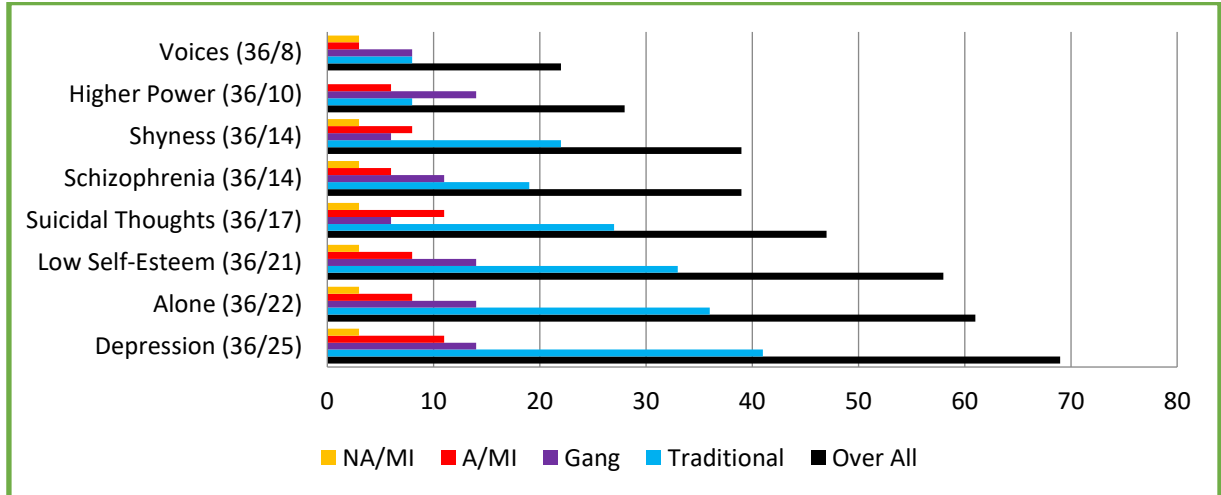


Chart 8.12. Issues in Suffering

Overall, the majority of the surveyed school violence perpetrators projected feelings of depression (69%) and feelings of being alone (61%) as the main factors in suffering. The *traditional* school violence perpetrators shared this trend and had the highest percentages in all areas of suffering, except for sharing equal projections of hearing voices (8%) with others types of offenders.

Once again, the projections by *gang-related* school violence perpetrators in this area were much lower than the *traditional* offender. Their highest percentage was 14%, shared with both feelings of depression, low self-esteem, and responding to a higher power. In examining the individual cases of *gang-related* school violence, it appears that the definition of a “higher power” is more than likely viewed by the *gang-related* type offenders as loyalty to their gang and fellow gang members. *Associated* school violence perpetrators projected suffering from depression (11%) and suicidal thoughts (11%). The trend of 3% evenly distributed over all areas in projections by *non-associated* school violence perpetrators continued as well.

Isolation

Feelings of being isolated will have a significant impact on an individual as will all other negative feelings. The following is an examination of the projected feelings of the four types of school violence perpetrators as they pertain to feelings of being isolated from family and friends.

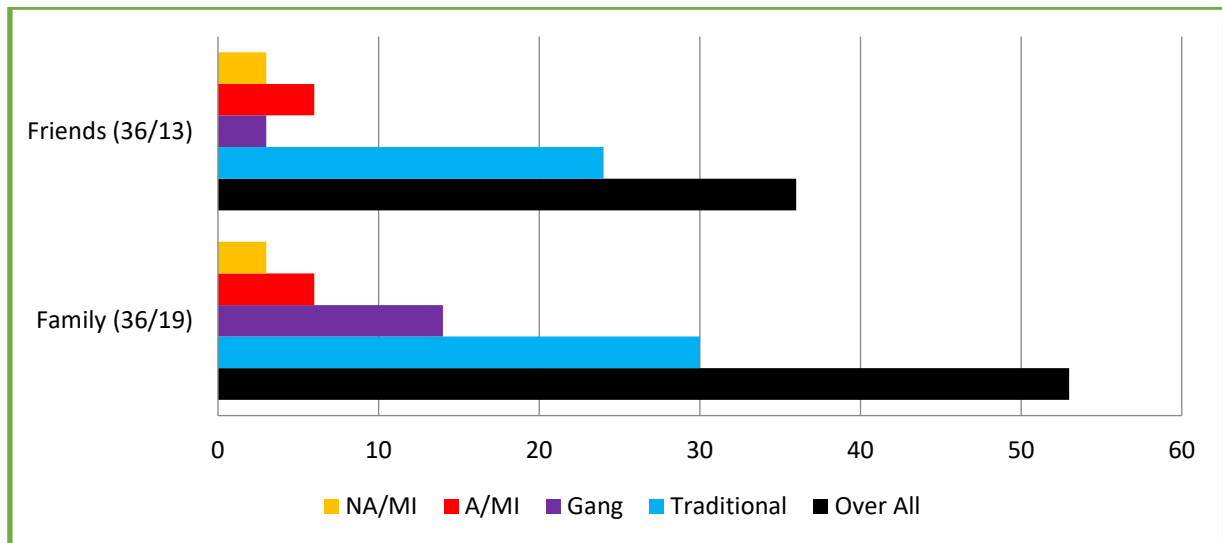


Chart 8.13. Isolation

Over half of the respondents projected feelings of being isolated from family, at 53%. A slightly lesser percentage projected feeling of being isolated from friends as well, at 36%. Once again, the *traditional* school violence perpetrators' projections in these area were the highest percentages, with 30% for isolation from family and 24% isolation from friends.

The *gang-related* school violence perpetrators projected feelings of isolation at nearly half of this level with 14% for family, but only 3% from friends. Again, the unintended positive impacts of gang lifestyle could be considered. The *associated* school violence perpetrators projected low levels of isolation from family and friends at 6%. *Non-associated* school violence perpetrators had projections at half the level of the *associated* at 3%.

Disrespect

No one appreciates being disrespected by others. Adults can often remove themselves from situations where they are habitually disrespected by others.

This is very often not the case for juveniles. They cannot simply leave their schools and family to find more agreeable circumstances. They are forced to remain and endure whatever abuse they are receiving, whether real or perceived. Projected feelings of disrespect are explored below as it pertains to treatment by family, friends, fellow students, and other teachers.

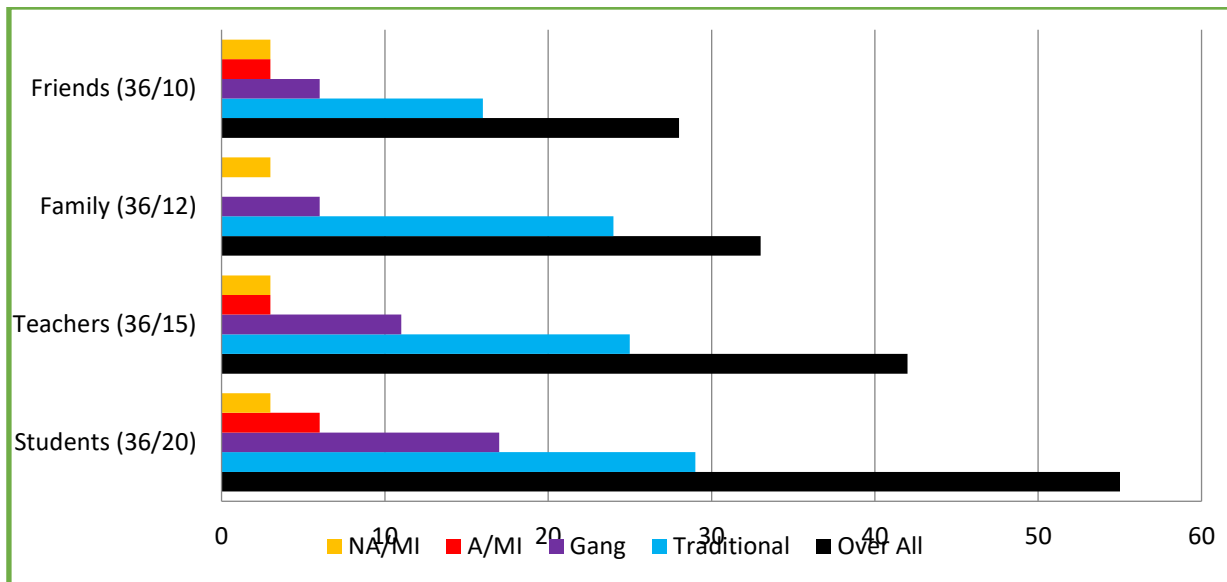


Chart 8.14. Disrespect

Overall, all types of school violence perpetrators projected feelings of being disrespected by others in their lives. Disrespect by fellow students was the highest at 55% followed closely by disrespect from teachers at 42%. *Traditional* school violence perpetrators' projections drove these high percentages in all four areas. Their percentages were almost evenly distributed between feelings of disrespect from fellow students (29%), teachers (25%), and their own families (24%).

Gang-related school violence perpetrators were also responsible for the higher percentages in these areas with 17% projecting feelings of being disrespected by fellow students and 11% by teachers. The *associated* school violence perpetrators projected the slightly higher percentage for fellow students (6%) than the other three areas. They projected no disrespect by family. The *non-associated* school violence perpetrators continued to be evenly distributed at 3% for projections of disrespect by almost everyone in their lives.

Feeling Labeled

Many forms of disrespect come in the form of labeling others with negative attributes. Below is a brief overview of projected feelings about being labeled as being different, a troublemaker, or an outsider in general.

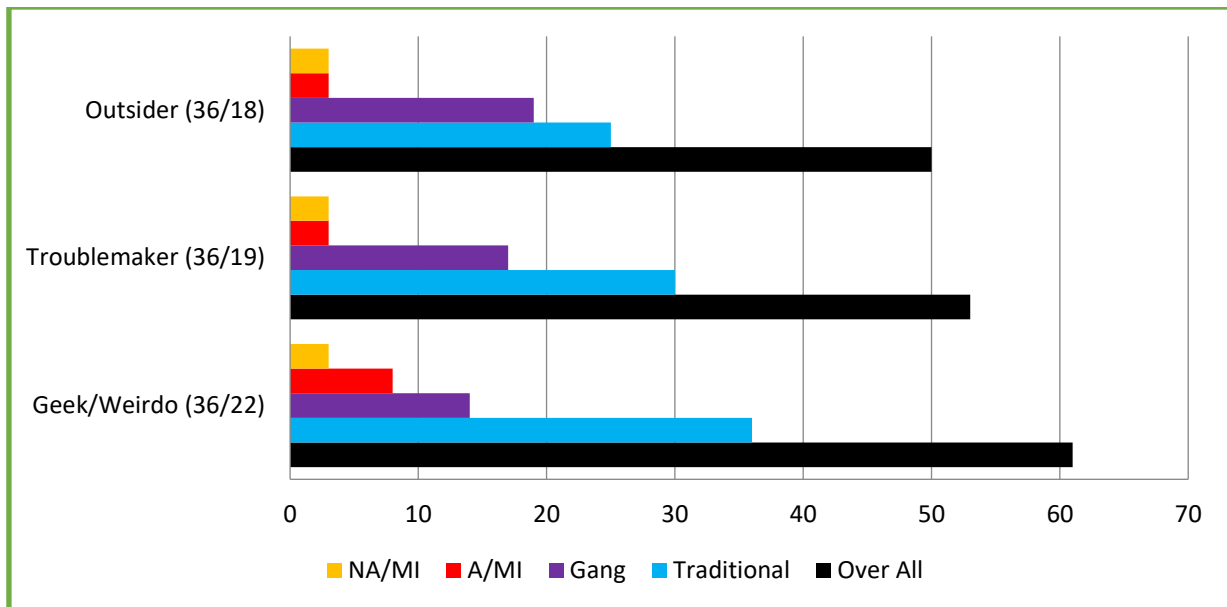


Chart 8.15. Feeling Labeled

It is obvious that being labeled is a significant issue in the mind of school violence perpetrators. Overall, 61% projected that being labeled as a geek or weirdo would be an issue and approximately half (53% and 50%) projected that being labeled as a troublemaker and outsider would be significant as well in the mind of the fictitious offender. As has become a trend, the *traditional* school violence perpetrators led the projections with an almost even distribution across the three types of labels examined (35% to 25%).

Gang-related school violence perpetrators, again, were the second group to make projections which drove these percentages, but their highest projections dealt with being labeled as an outsider (19%) and troublemaker (17%). Given the percentages so far in this section, the *associated* school violence perpetrators projected some of their highest feelings in the area of being labeled as a geek or weirdo (8%). *non-associated* school violence perpetrators were once again evenly distributed across all negative labels at 3%.

Feelings about Parents

The commonly accepted belief that the views of one's parents will have a major impact on an individual's behavior is confirmed repeatedly in this study. Negative views of a person's parents can have an extremely negative impact on their future behavior. The following is an overview of the projected feelings of the surveyed school violence perpetrators as they pertain to the view of the fictitious offender about their parents.

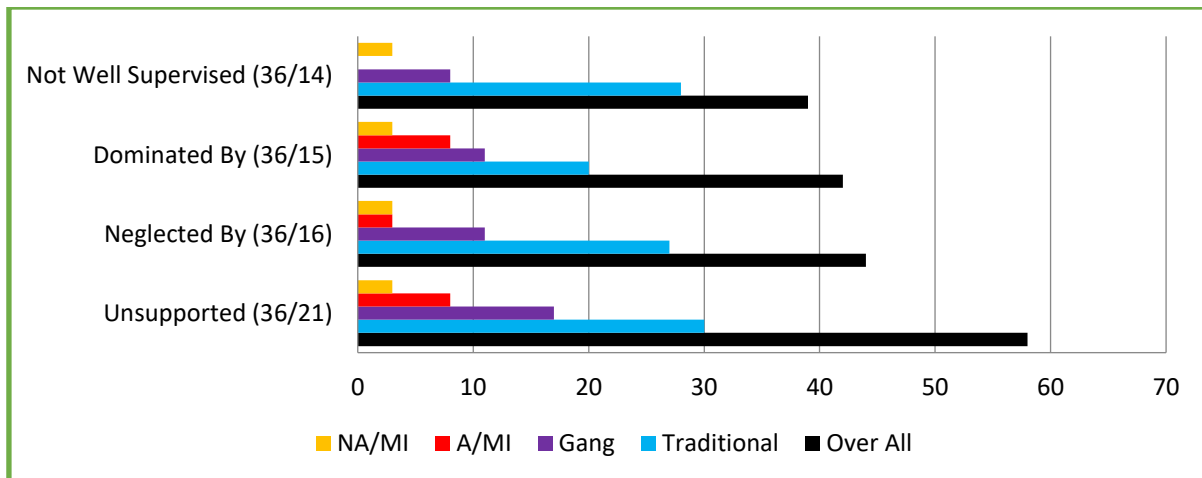


Chart 8.16. Feelings about Parents

Over half (58%) of the overall projected feelings of those surveyed dealt with feeling unsupported by parents. All areas of parental neglect received very significant projected percentages (44% to 39%). The *traditional* school violence perpetrators projected the highest feelings in this topic at an almost even distribution (30% to 28%) of feeling unsupported, neglected, dominated, and not well supervised by parents.

Gang-related school violence perpetrators echoed these findings with relatively significant percentages projected across all four areas as well (17% to 8%). The *associated* school violence perpetrators projected significant percentages in feeling unsupported yet dominated by parents (8%). The *non-associated* school violence perpetrators were once again evenly distributed in their projections in all four areas at 3%.

Abuse Received

Obviously, abuse of individuals comes in many forms. The following section examines the projected feelings of incarcerated school violence perpetrators when it comes to the abuse received by the fictitious offender. Bullying, being punished unfairly, and all types of other abuse (physical, sexual, and emotional) are examined.

Bullying

The impact of bullying has become one of the largest concerns in K–12 American education and rightfully so. The following offers an interesting overview of the projected impact that the school violence perpetrators had in regard to the impact of bullying.

Overall, only 28% projected the experience of being bullied. While this is a significant percentage, it would be expected to be much higher. Only 6% projected being a bully themselves. *Traditional* school violence perpetrators do provide a significant percentage in their projections about being bullied at 17%. Interestingly, a small percentage (6%) projected being a bully themselves. The *gang-related* school violence perpetrators projected low percentages of being the victim of a bully (8%) and even less (3%) for being one themselves. The *associated* school violence perpetrators did not have any projections in these areas at all, and the *non-associated* school violence perpetrators only had 3% in projections of being bullied.

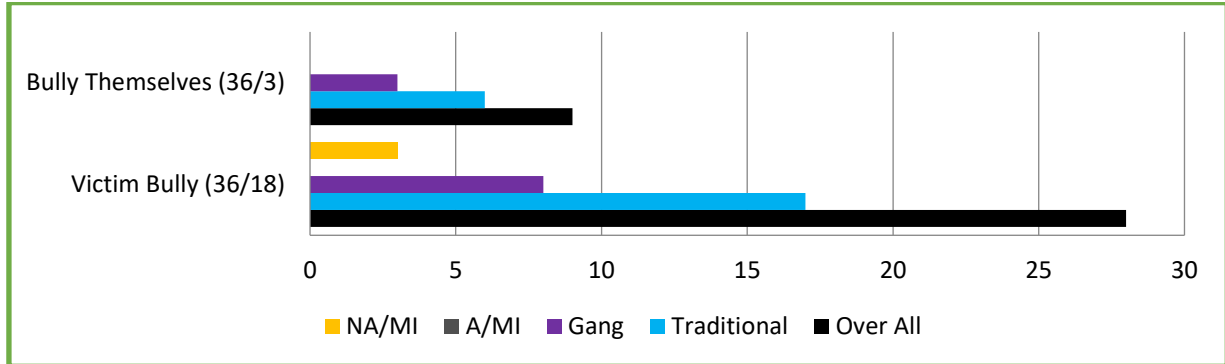


Chart 8.17. Bullying

Punished Unfairly

In the area of mistreatment by others, no one likes to be punished unfairly, even if the unfairness is only in their own perception and not actually accurate. Chart 8.18 examines the projected feelings of the school violence perpetrators in regards to three areas where perceived unfair punishment may be derived: parents, teachers, and the denial of a deserved reward in general.

Overall, significant percentages were projected in the areas of being punished unfairly by others. Parents were projected to be responsible for this at 39% and teachers equally at 39%. The *traditional* school violence perpetrators projected the highest percentages in being punished unfairly by teachers at 16% and parents second at 14%. Interestingly, *gang-related* school violence perpetrators followed these percentages exactly.

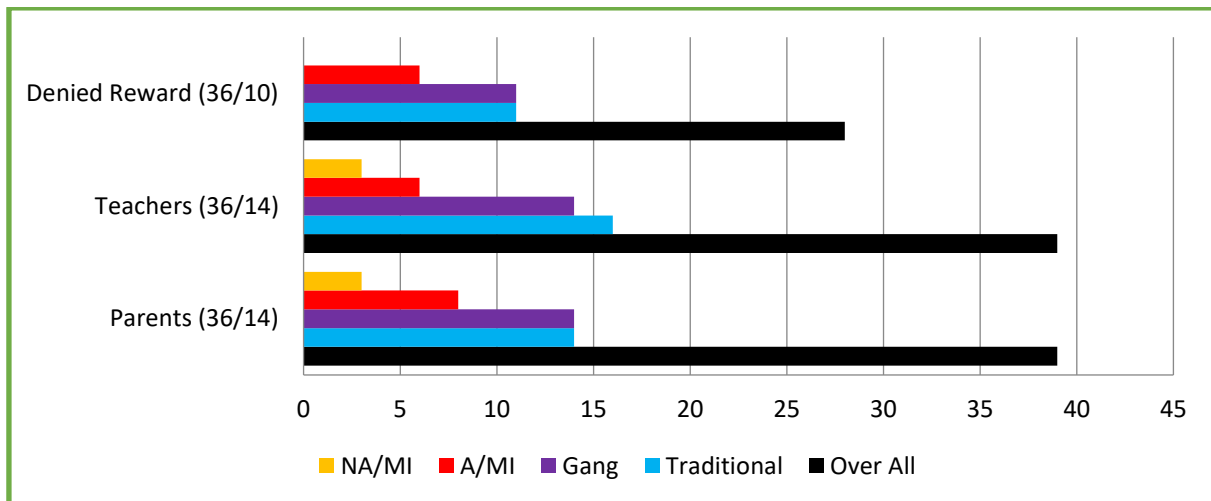


Chart 8.18. Punished Unfairly

The *associated* school violence perpetrators projected relatively high percentages in all areas as well, with the highest in parent's punishment (8%). *non-associated* school violence perpetrators projected 3% in the areas of unfair punishment by parents and teachers.

Physical Abuse

Any type of abuse is extremely harmful, but physical abuse is probably one of the worst impacts when it comes to juveniles. It often leads to marks and bruises they have to hide from others and, if discovered, can lead to them being removed from their homes and lives and placed in foster care. Below is an overview of projected feelings in regard to physical abuse.

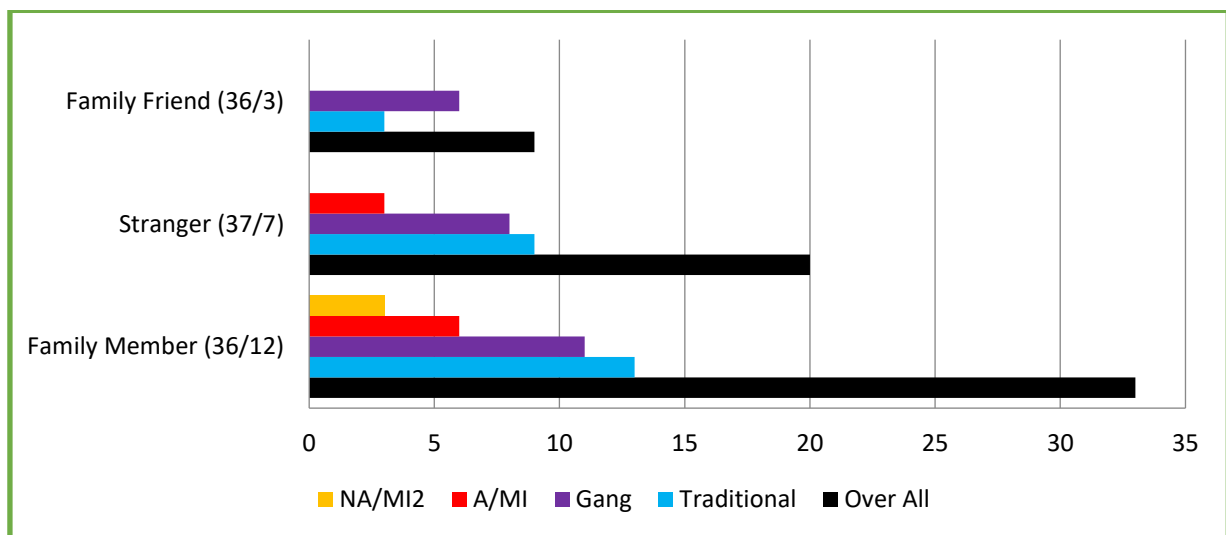


Chart 8.19. Physical Abuse

As with bullying, it would be expected that overall the percentages projected in chart 8.19 would be much higher. The physical abuse percent of 33% is very significant and a relatively close second (20%) of physical abuse by a stranger. The *traditional* school violence perpetrators projected feelings almost equally between physical abuse received from a family member (13%) and strangers (9%). The *gang-related* school violence perpetrators followed closely behind these projected feelings at 11% and 9%, but they did have the highest in projected abuse by a family friend at 6%. The *associated* school violence perpetrators only projected physical abuse by family members (6%) and strangers (3%), but *non-associated* school violence perpetrators only projected abuse by family member at 3%.

Sexual Abuse

Sexual abuse of an individual is something that can affect them for the rest of their lives with extremely negative reoccurring aspects. When this is committed by someone who is close to the child it can have the greatest negative impact. Below is an exploration of the projected feelings of the surveyed offenders in the area of sexual abuse.

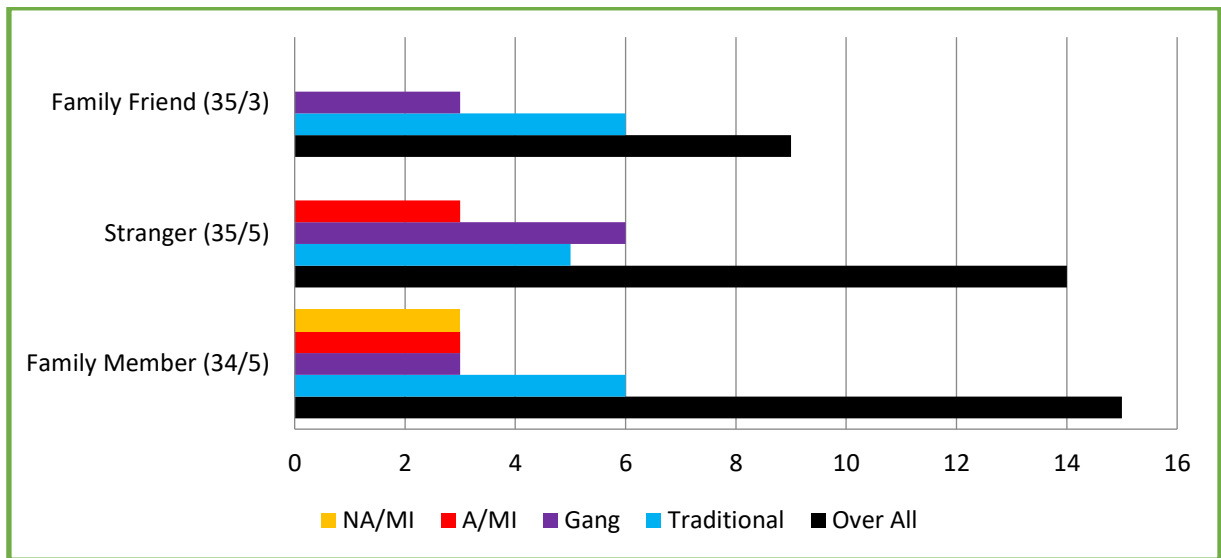


Chart 8.20. Sexual Abuse

Overall, significant projections are found in the area of sexual abuse. Its distribution is almost even across the types of molester such as family member (15%), stranger (14%), and family friend (9%) (see chart 8.20). The *traditional* school violence perpetrators projections were almost evenly distributed between these three types as well as 6%, 5%, and 6%.

Gang-related school violence perpetrators projected the largest percentages in the area of sexual abuse by a stranger at 6%. Interestingly the *associated* school violence perpetrators projected 3% for family member and stranger, while *non-associated* school violence perpetrators only projected 3% from a family member.

Emotional Abuse

The long-lasting effects of emotional abuse remain a major factor in the lives of many. Below is an overview of the surveyed offenders' projected views on the impact of emotional abuse from others on a school violence perpetrator.

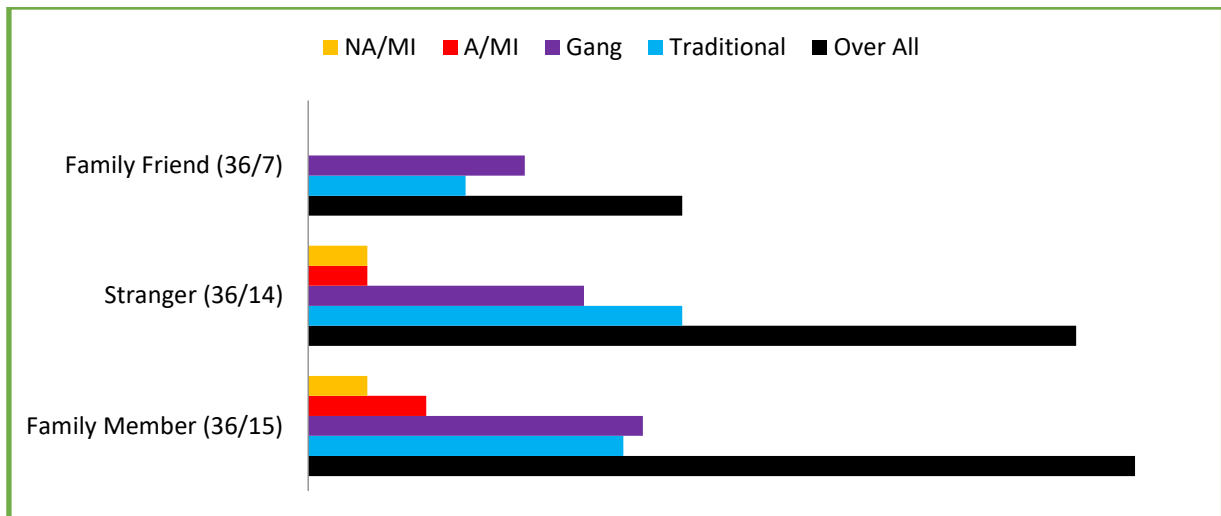


Chart 8.21. Emotional Abuse

Overall, almost half (42%) of those surveyed projected feelings in the area of emotional abuse by a family member and a close second (39%) of it occurring by a stranger (see chart 8.21). Interestingly, the *traditional* school violence perpetrators projected the most in the area of emotional abuse by a stranger. *Gang-related* school violence perpetrators projected the most in the area of emotional abuse received from a family member at 17%.

Associated school violence perpetrators projected almost evenly between stranger and family member at 17% to 11%. The *non-associated* school violence perpetrators projected 3% each for emotional abuse by a family member and stranger.

Influences

There is a great deal of research in the literature over the impact of various influences in a person's life which may lead to them to an eventual violent act. This is definitely true when it comes to juvenile delinquency and violence research. The following examines the projected feelings of those surveyed in regards to the influences of media, alcohol and other drugs, and the availability of weapons.

Influenced by Media

One of the major areas of research in juvenile delinquency and violence is the influence that the various forms of violent media can have on the thought process and eventual actions of an individual. Below is a brief overview of the projected feelings in this area by those surveyed.

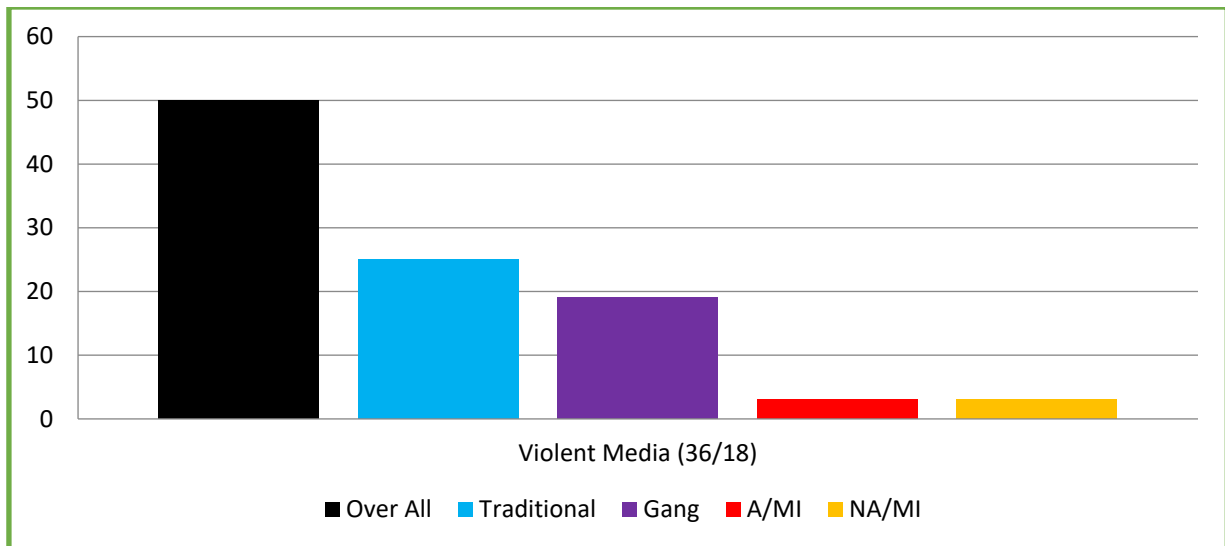


Chart 8.22. Influences

Overall, 50% of those surveyed projected that violent media would have an impact on the thoughts and actions of the fictitious offender (see chart 8.22). Half of this percentage (50%) was projected by the *traditional* school violence perpetrators. Of the *gang-related* school violence perpetrators, 19% projected feelings in this area and the *associated* and *non-associated* school violence perpetrators only projected in this area at 3% each.

Under the Influence of Alcohol or Other Drugs

An ongoing problem in American K–12 schools is the number of students abusing alcohol and other drugs. Given the amount of prescription medicine being prescribed to these children, there is a growing problem of them abusing each other's medicine as well. The following is an overview of the projected thoughts of those surveyed in this area.

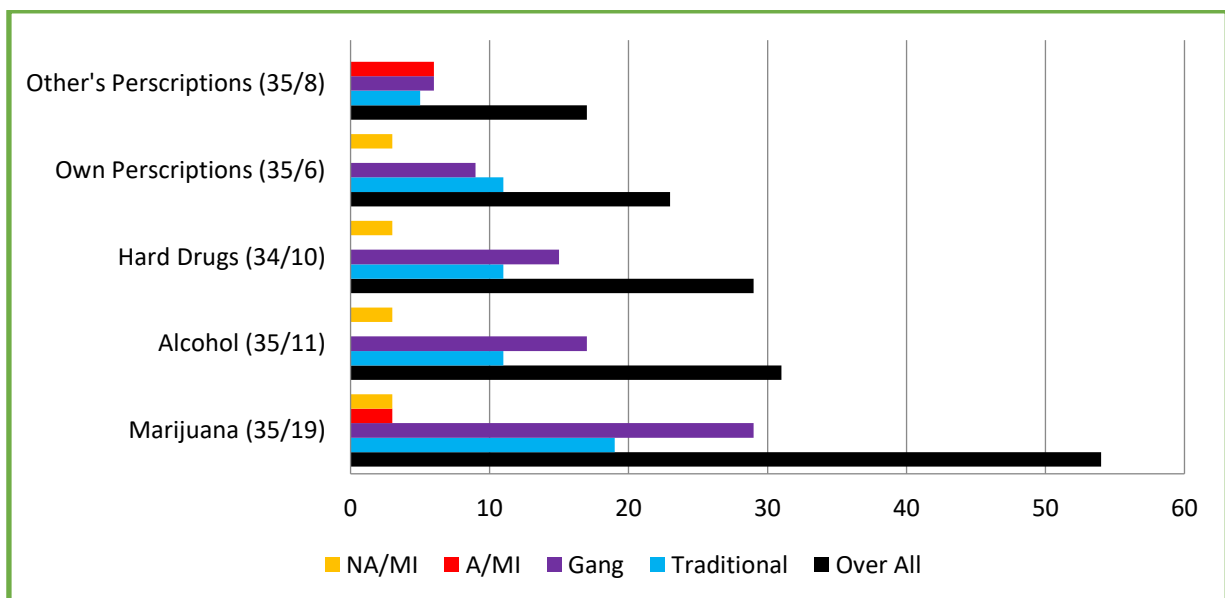


Chart 8.23. Under the Influence of Alcohol and/or other Drugs

Overall, 54% projected marijuana would be a factor with alcohol a second at 31% (see chart 8.23). It might be expected that these percentages would be higher, but it should be pointed out that significant percentages are projected in all areas of substance abuse, from hard drugs (29%) (i.e., cocaine, methamphetamine, and heroin) to using others' prescriptions (17%). *Traditional* school violence perpetrators were not the highest in any area except for the abuse of one's own prescriptions (11%). *gang-related* school violence perpetrators were the highest in marijuana use (29%), but had significant percentages in all other areas as well. Interestingly, *associated* school violence perpetrators projected the most into abusing other's prescriptions (6%) and only in marijuana (3%). *non-associated* school violence perpetrators had projections which were evenly distributed across all areas of abuse except for the abuse of another's prescriptions.

Comfortable with Weapons

One's comfortableness with and availability of weapons, especially firearms, in their life and the impact it may have had on their eventual violent act is addressed in many sections of the book. Chart 8.24 is an exploration of the various types of school violence perpetrators' projections in the areas of being able to obtain weapons and being comfortable in their use once obtained.

As would be expected given American culture, the vast majority (72%) projected that weapons would be easily obtained and the fictitious offender would more than likely (50%) be comfortable with their use. The *traditional* school violence perpetrators echoed this trend with 41% and 35%.

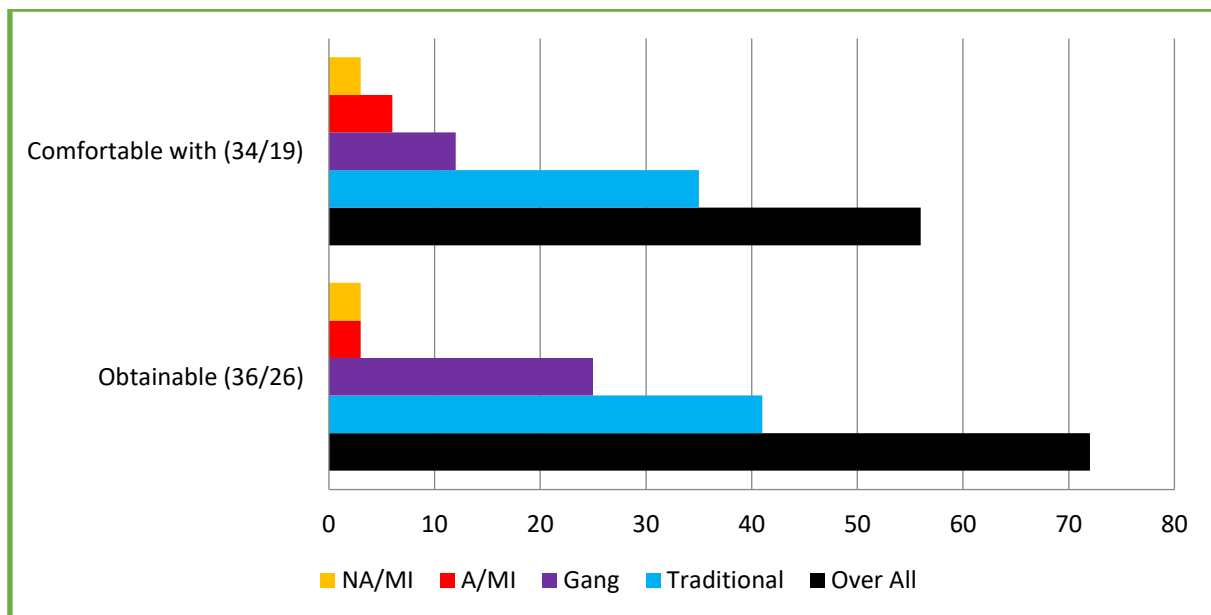


Chart 8.24. Availability and Comfortable with a Weapon

The *gang-related* school violence perpetrators followed with 25% and 12%. *Associated* school violence perpetrators were slightly more likely to project being comfortable than obtainable (6% versus 3%), but *non-associated* school violence perpetrators were evenly distributed at 3% in both categories.

Current Situation

This section attempts to explore the current situations that school violence perpetrators may have found themselves in given the time prior to their moving into plans to commit an act of violence. The focus is on issues such as dealing with loss of someone important, conflict with others, gang involvement, and overall anger and unhappiness issues in a person's life.

Dealing with Loss

The loss of a loved one can be devastating to anyone, especially to young people. At this age, a broken romantic relationship can be just as devastating as the actual death of someone important; the following chart examines the projected impact of loss of someone special in an offender's life prior to the first steps they take in the planning of a violent event.

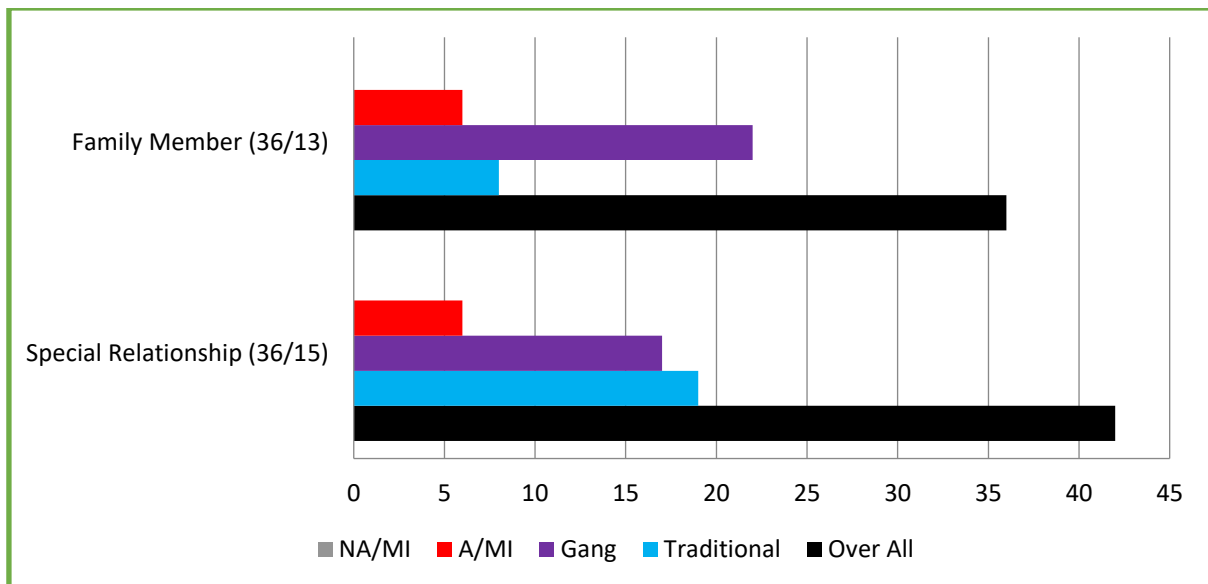


Chart 8.25. Dealing with Loss

Overall, it appears that the loss of a special relationship (42%) may have more of an impact than the loss of a family member for some types of perpetrators (see chart 8.25). *Traditional* school violence perpetrators projected that loss of a special relationship (19%) would have the largest impact on a person than loss of a family member (8%). In contrast, *gang-related* school violence perpetrators were almost the opposite. Loss of a family member (22%) was projected to have more of an impact than loss of a romantic relationship (17%). The *associated* school violence perpetrators were even at only 6% projected for the impact of these two types of offenders. As seen in a trend in this section, *non-associated* school violence perpetrators did not project that dealing with a loss would impact this type of offenders' actions.

Fighting

Conflict with others is a very common catalyst for one escalating into acts of violence. This section sought to examine the impact of conflict in regards to "fighting with" others in a perpetrator's life prior to the decision to commit an act of violence.

Chart 8.26 examines the projected feelings about the impact of fighting and conflict with others prior to one committing a more serious act of violence, in this case, school violence. Overall, 58% projected that fighting with a fellow student or students was the primary issue (see chart 8.26). This was followed closely by conflict at home (44%). Almost all types of perpetrators in this study reported that some type of conflict would be present.

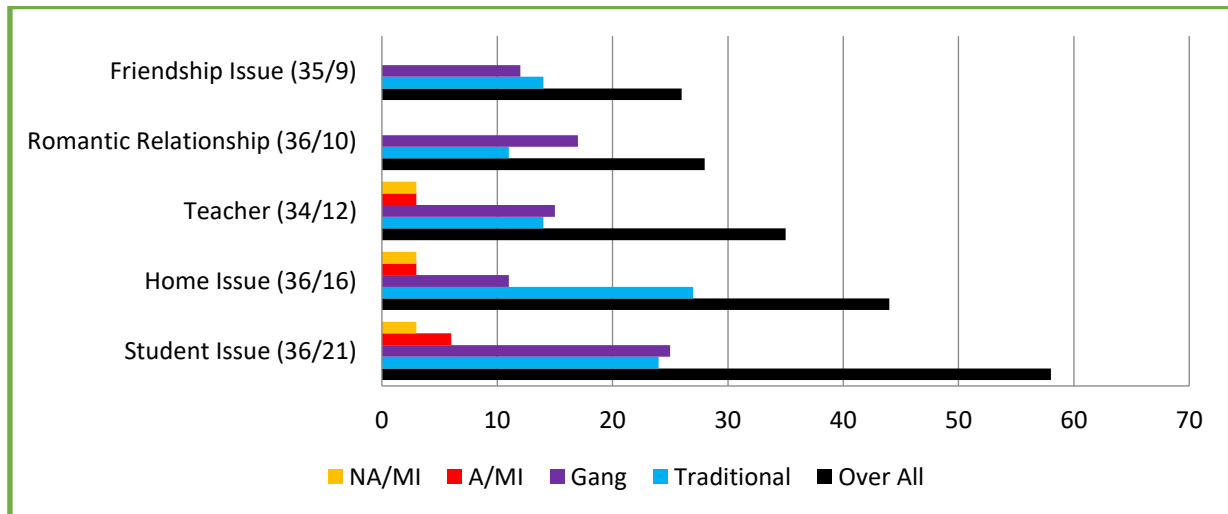


Chart 8.26. Fighting

Traditional school violence perpetrators reported conflict in all areas, but slightly more at home (27%). A very close secondary conflict area was conflict with other students (24%). Conflict with others across the board was also reported by *gang-related* school violence perpetrators with conflict with other students the highest (25%), but conflict in romantic relationships was a close second (17%).

Once again, certain types of offenders did not project much more into the area of conflict with others. The *associated* school violence perpetrators only projected that conflict with others students would be an issue at 6% and the *non-associated* school violence perpetrators only reported 3% in the areas of student, home, and teacher conflicts.

Seeking Revenge

Most assume that any type of school violence is chosen in order to obtain revenge against someone, even if it is just society as a whole. This study confirms this assumption for certain types of offender in certain regards.

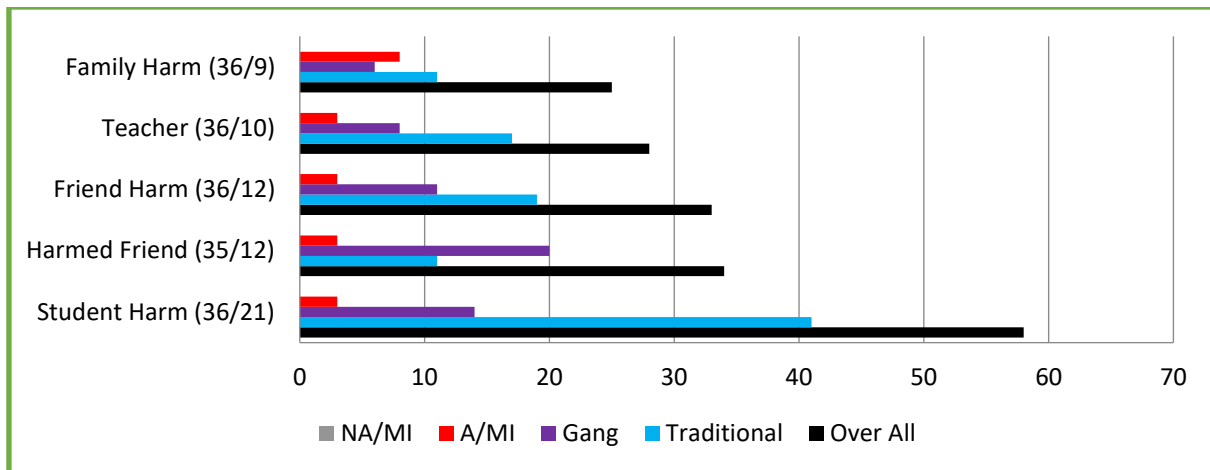


Chart 8.27. Revenge

Overall, a little over half (58%) of the offenders in this study identified that revenge may have been sought over the harm received by a fellow student (see chart 8.27). This trend followed the other perpetrators, but some to much lower levels. Almost half (41%) of the *traditional* school violence perpetrators identified harm received by a fellow student as a cause of revenge, but also had the harm to and from close friends as a secondary cause (11% and 19%).

Not surprisingly, revenge for harm received by a friend was the highest (20%) for *gang-related* school violence perpetrators. Obviously, the gang lifestyle makes “mandated” revenge for a friend much more serious. As is many of the areas, the *associated* school violence perpetrators report very small percentages of projected reasons of revenge with the greatest (8%) for harm received by a family member from others. The *non-associated* school violence perpetrators did not report revenge in any manner.

Seeking Personal Respect

While everyone wishes to be respected by others and society, this is a major factor in the lives of young people. Given their position in the world as having a great deal of responsibility but little authority, a great deal of pressure upon one’s self-image is found. When the school environment is added these pressures and impact increase greatly. The following chart examines the projected views of these offenders as to what type, if any, of respect was an issue in the pre-violence stage.

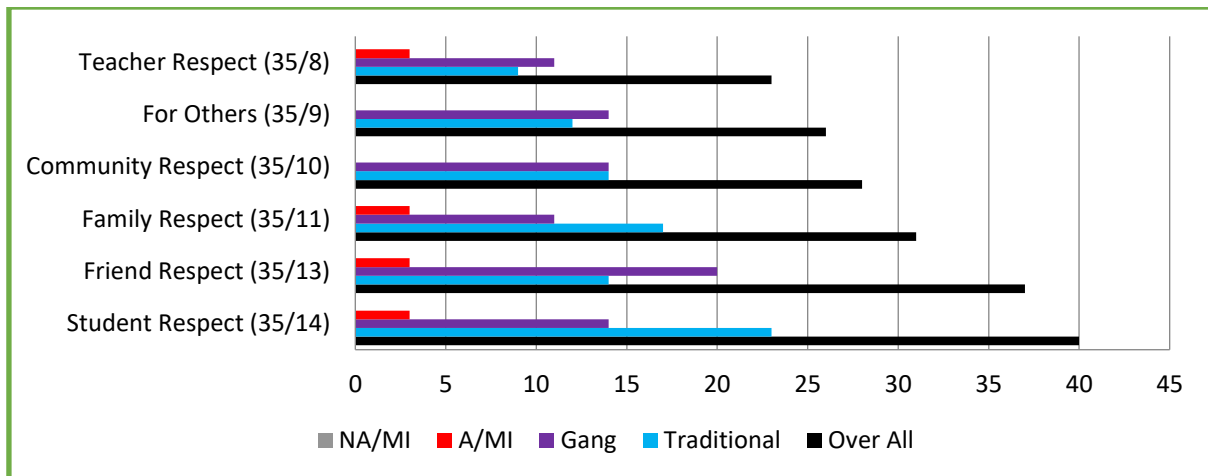


Chart 8.28. Seeking Personal Respect

Overall, and not surprisingly, the respect of fellow students was identified by almost half (40%) of those surveyed (see chart 8.28). The areas of friend respect, family respect, and teacher respect gradually decrease (40% to 23%), but are still significant. A significant percent of *traditional* school violence perpetrators follow this trend, but their focus is clearly on the issue of respect of other students (23%).

As for *gang-related* school violence perpetrators, the focus is on the respect of friends (20%). But following closely at 14% is desired respect from their community and others in their lives. The *associated* school violence perpetrators reported much less interest in any type of respect sought by anyone with the highest being only 3% for students, family, and friends. Interestingly, *non-associated* school violence perpetrators reported no interest in any type of respect desired from anyone in their life. This could speak volumes as to the state of mind of these types of offenders as they move toward their first act of significant violence.

Gang Involvement

Given the amount of gang violence in American K–12 schools, and society as a whole, the topic of gang involvement and influence was one of the focuses in this study. In various sections of this book, this topic is examined in various ways. Chart 8.29 attempts to examine the projected views of the gang life in the minds of these offenders prior to their decision to commit an act of school violence.

Overall, it was discovered that the gang life had a significant impact given its ranges of 26% to 14% in the areas of gang member getting revenge for another gang member (see chart 8.29). But, these percentages are driven by the number of *gang-related* offenders in this study. The *traditional* school violence perpetrators, as expected, have a much lower percentage in the gang life area. Their percentages range only from 6% to 3%.

Whether an act is actually gang related or not is always difficult. This is often due to the various definitions of “gang” and the fact that some wish to never label any act as gang related and others wish to do so too much. In this study, there is some confirmation that the identifying of some of these school violence perpetrators as gang related was appropriate. The offenders labeled as *gang-related* school violence perpetrators in this study were responsible for the higher percentages found in the gang-involvement category.

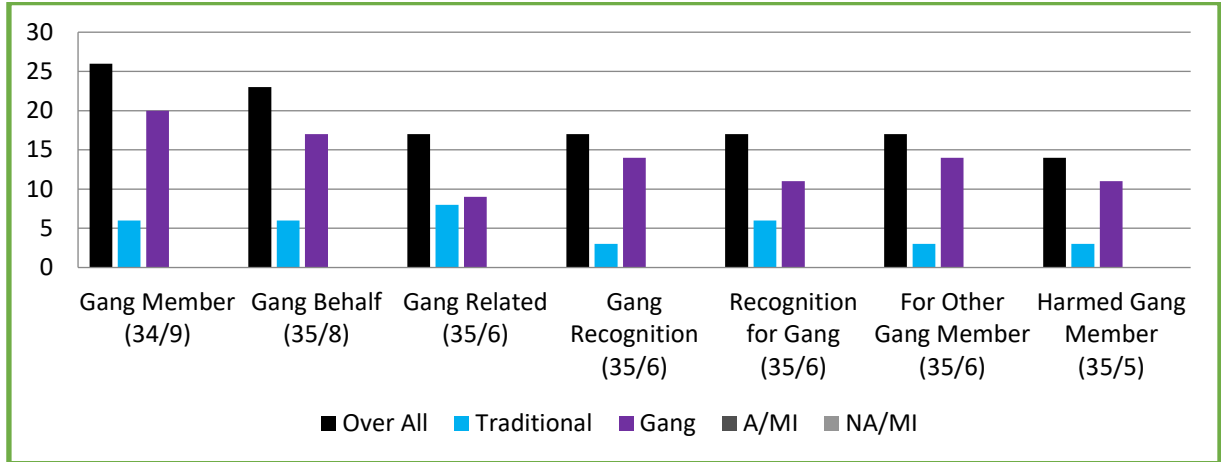


Chart 8.29. Gang Involvement and Influence

Another sign of accurate identification is the fact that none of the *associated* or *non-associated* school violence perpetrators projected any information on gang involvement.

Happiness Issues

The section of this part of the study attempted to gain insight to the unhappiness and anger issues that may be in the heart and minds of the school violence perpetrators. Given the types and amounts of violence, this would be expected.

Overall, there is obvious evidence that the surveyed offenders are projecting feelings of unhappiness and anger into, essentially, every part of their lives. The largest percentage (66%) involved feelings about society in general, but very close seconds are found in one's home life (58%) and with other students (55%). *Traditional* school violence perpetrators follow this trend with percentages ranging from 40% to 26% in regards to views of society and their personal relationships. While almost half this percentage, *gang-related* school violence perpetrators follow this with ranges of 14% to 12% in regards to feelings about all aspects of their lives.

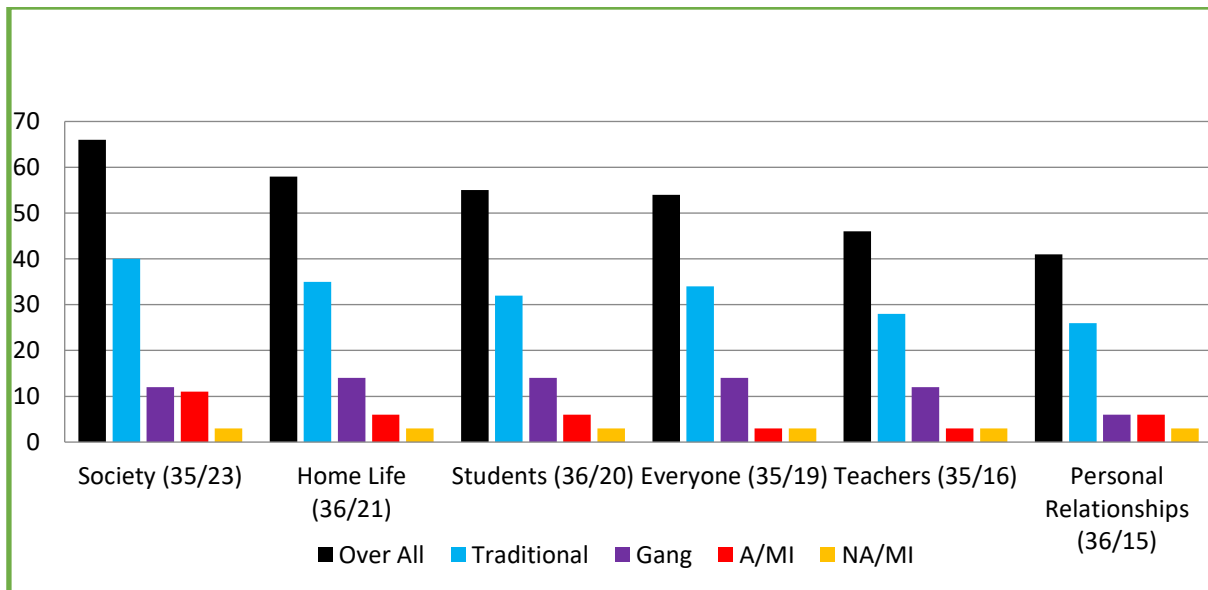


Chart 8.30. Happiness and Anger Issues

Ironically, *associated* school violence perpetrators' percentages are essentially half of the preceding offenders with ranges from 11% to 3%. Once again, the *non-associated* school violence perpetrators are approximately half the percentage found in the *associated* offenders at 3% across the board.

SUMMARY

In summary, the significant views projected by the surveyed offenders seemed to focus on their having major issues with conflict and authority. These issues were probably exacerbated by being easily frustrated and impulsive in their behavior. In addition, the vast majority projects no concern or compassion for others and, at best, they were overly bored.

The lack of confidence is a major factor for school violence perpetrators. This is greatly exacerbated when the lack of confidence is in all areas of a person's life. All offender types projected that lack of self-confidence is probably going to impact one and help them in their move toward a violent act. In addition, all type of school violence perpetrators probably have issues of being very unsure of their role in all aspects of their lives.

Interestingly, *gang-related* perpetrators projected being seen as a leader by others at twice the percentage of any other type of offender. Not feeling as if one is a leader or role model seems to be an issue in school violence perpetrators. The only group which projected any significant positive feelings in this regard were the *gang-related* individuals. This brings the question as to whether the gang lifestyle actually increase one's self-confidence and idea of self-worth, albeit in a negative manner.

It is not surprising that all types of school violence perpetrators would project feelings of being threatened in almost all areas of their lives. Obviously physical safety is a concern, but having one's reputation and masculinity/sexuality questioned are also very significant factors.

Feelings of being ignored were a significant percentage in the projections of all types of school violence perpetrators. It is obvious that feelings of being ignored by others and especially significant others will have a negative impact upon an individual. Once

again, feelings of having one's needs ignored can have a negative impact on the behavior of an individual. The projections by the perpetrators in this study confirm that feeling that one's needs are ignored by teachers and family is the most negative feelings that can occur.

Obviously constant ridicule by others will have a significant negative impact on an individual. This is even more severe when the ridicule is over something that an individual cannot change such as their physical appearance, family status, or their intelligence level.

While very obvious, it is definitely confirmed in this study that the combination of feeling not valued at home or school will be a major catalyst for potential future violence. This also confirms the massive impact that teachers have upon the perceptions that their students have of themselves.

The projections of *traditional* school violence perpetrators in regards to suffering in all areas of their mental health speaks volumes about why they might result to violence. All types of offenders projected significant percentages of feelings in all of these areas as well. Feelings of isolation combined with other feelings of being ignored will obviously be a contributing factor to the potential level of violence in an individual. Being ignored is bad enough, but combined with isolation, the groundwork for future negative behavior is probably set. Once active disrespect is added to this it is not surprising that violence would soon ensue.

A major form of disrespect for another is to give them some type of negative label. Again, adults can often avoid those who would negatively label and insult them, but juveniles very often cannot and must endure the treatment. It cannot be overstated the impact that parents have upon their children. Often this treatment will dictate how the child perceives their parent. This perception can deter the desire for negative behavior or it can facilitate it in many ways.

Bullying is a major factor in school violence, but it must be remembered that it comes into a child's life in many different ways. People can be bullied by anyone at any time and even by life itself. Being punished unfairly is going to have a significant impact on the views juveniles have of those in authority positions. When giving punishment to an individual, it is important to give them an explanation, whether they agree with it or not.

While types of abuse are harmful to individuals, physical abuse often produces bruises and broken bones which must be hidden and are constant reminders of the physical abuse received from another. Significant impacts on the perceptions individuals have about others on the world are impacted by this type of abuse. Sexual abuse of a person is a tragic event and one which will stay with that person for the rest of their lives. This is also a subject which many victims do not wish to discuss or admit; therefore the percentages of its occurrence in the lives of children is probably much higher and more devastating than known.

As with all forms of abuse, emotional abuse is going to have a long-lasting negative impact on individuals. It is interesting to note the number of school violence perpetrators who projected that this emotional abuse is received from strangers. It would be expected from family and family friends, but by total strangers is another area which may warrant more research.

While not a major focus of this research, the impact of violent media upon individuals should continue to be researched, but in rational terms. Abuse of any type of legal or illegal drug is obviously going to have the potential to negatively impact one's life and their eventual behavior. There is a growing problem with children abusing the prescription drugs of their parents, themselves, and their friends.

The debate on gun control and the availability of weapons will continue. Given the information presented in this book, there is no doubt that the availability of weapons is a significant factor in school violence incidents. It is true that an individual wishing to commit an act of violence will use their hands if there are no other weapons available, but the ease of finding a weapon in one's own home must contribute greatly.

The impact of the loss of a family member or a romantic interest was projected as being a possible factor for offenders by all except *non-associated* offenders. Also, conflict with others obviously was projected as an issue in the time period before a person decided to commit a violent act. The *traditional* areas of conflict with other students and one's home life were the highest percentages, but conflict with teachers, friends, and romantic interests were significant as well.

In regards to revenge, almost all perpetrators (except *non-associated*) projected that revenge could be a factor in the time period before an individual decides to commit an act of violence. It is not surprising that when revenge was a factor, it was in the areas of harm received by a fellow student or harm experienced by a friend.

In regards to the concept of desired respect, a few interesting trends reveal themselves. *Traditional* school violence perpetrators seem the most concerned with respect from all in their lives; *gang-related* ones are a close second. The *associated* and *non-associated* seem much less concerned if concerned at all.

Almost all of those offenders identified as primarily involved in the gang lifestyle projected that all aspects of this involvement would affect the life of the fictional person prior to their deciding to commit a violence act. This ranged from actually being a gang member to seeking the attention and respect of another gang member.

It is obvious that all types of school violence perpetrators have a great deal of anger in their lives which leads to a great deal of unhappiness. This anger and unhappiness is with essentially every aspect of one's life (e.g., society, home life, students, teachers, and personal relationships).

PLANNING THE VIOLENCE

IN THEIR OWN WORDS

In Response to the Sandy Hook Elementary School Shooting on December 14, 2012

Him [i.e., Adam Lanza] victimizing his mother, who for all outward appearances was a good mother, coupled with the facts that he was socially withdrawn and he victimized children specifically, leads me to suspect that he had issues identifying and understanding true emotions. For some reason I believe that even before the suicide he had given up hope. Hope of being a father, friend, son, and being in a romantic relationship. I imagine him as being a person who could witness joy, love and pleasure, but couldn't connect to, or experience them himself so he thought these things were fabricated, and ultimately offensive to him.

—BM/16/2005 (shot and killed another student outside their school as classes recessed for the afternoon)

Personal Comments to Author about School Violence

My parents divorced when I was only four years old. I've always felt ignored because I was the youngest and couldn't understand. This led to a lot of frustration, especially thinking I was left out of things because of my age. Around the age of five or six I was sexually molested several times. I didn't tell anyone because I didn't know it was wrong, and it was someone I'm related to so I trusted him. My life went on as normal until I was thirteen and realized what had really happened to me. I stopped playing sports, my grades began to drop, and I started drinking and smoking marijuana. I just wanted the memories to go away and to numb the pain. I attempted suicide and also cut my wrists. I was on meds for depression, then anxiety (Xanax), then sleeping pills. The following school year started so-so for me, and quickly went under. In February '04, there was a moment when something happened and I felt people didn't trust me. I was worried I would always be seen as a nut case and my life would never amount to anything anyway. I thought if I couldn't be like everyone else, I'll make them miserable like me. I had no solid plans, and once I showed up, the fantasy turned to reality. I tried to stop myself, wanted to leave before it started, but was scared of getting caught and I told myself nothing would change anyway. My life

would go on miserably because I wouldn't do anything to get the help I knew I needed.

—WM/16/2004 (fired three rounds with a 12-gauge shotgun in a classroom and held class hostage for 4 hours)

When I got the letter and read it I couldn't believe what I just read. I was like a zombie it was me but I wasn't in my body. It took me about an hour to realize that the love of my life just broke my heart into a million parts, that's when I started to cry. I took the gun to school with me the next day. The night before I couldn't sleep the only thing I could think about was XXXX and how my life didn't matter anymore. When I got off the bus that morning I seen XXXX walking towards me, but I couldn't bring myself to do what I wanted to do which was shoot myself in front of her. I was headed to kill myself when I seen the security guard coming my way. So I took out the gun and lighted a smoke and headed for the band room which I thought was empty at that time. I would have never brought the gun to school. I would have talked to an adult about my problems.

—WM/17/2007 (brought a gun to school and held a class hostage for four hours)

INTRODUCTION

Extensive empirical research exists offering myriad explanations as to why an individual transitions from thoughts about a criminal or violent act to planning the act. It is true that many who plan harm never continue with their plans and, for whatever reason, acts do not occur. The incidents involved in this examination did occur, were crimes of violence, and their results are known. Therefore, some evidence is offered and some considerations can be made and findings discussed.

This chapter attempts to examine the thoughts, feelings, and experiences of school violence perpetrators during the planning stage. Thus, it is an examination of the point in time where they have decided to commit their act of violence and move toward that end. The topics of concerns and worry during the planning phase are explored. The results are examined as they pertain to the four types of school violence perpetrators discussed in this book.

As stated in the introduction, a secondary part of the overall research project focused on the results of a 200-question scenario-based survey, entitled "School Violence Prevention Questionnaire." Using a projective technique, respondents were asked to put themselves in the shoes of John/ Jane, a person similar to themselves at the time they committed their acts of violence and to answer questions about John's/Jane's thoughts, feelings, and experiences at four different time periods. The following are the results of findings as they pertain to the second time period, the planning phase.

THOUGHTS, FEELINGS, AND EXPERIENCES DURING PLANNING PHASE

Little research exists where the feelings and emotions of an offender are considered after they have made their decision to commit a criminal act and just before its occurrence. This is especially true in school violence and juvenile justice research. The following is an overview of the projected concerns that the different types of school violence perpetrators may have as a violent act was decided upon and planned.

Concerns during Planning Stage

Interesting trends become immediately apparent when examining who the offender may or may not have had concern about during their planning phase. Chart 9.1 is an examination of the projected concerns that the various types of offenders may have during the planning phase of a violent act. The confidence level and fears that may be present are the focus.

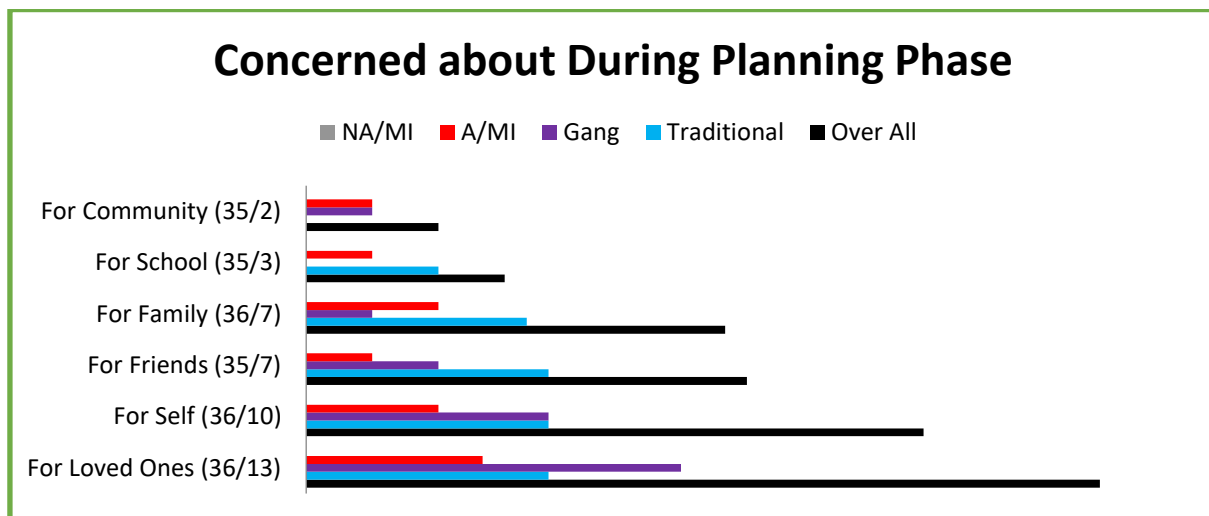


Chart 9.1. Concerned about during Planning Stage

Overall the majority (36%) of respondents projected that the largest concern of the offender would be concern for loved ones, with concern over self being a close secondary concern (28%). The *traditional* school violence perpetrators projected a much lower level of concern in these areas, which might be expected. While there was no concern projected for the community and little for the school, there was significant concern (19% to 11%) for their loved ones and friends. Once again, the *gang-related* school violence perpetrators projected more concern than other groups. The highest percentage (17%) was for loved ones and a close second for themselves at 11%. The *associated* school violence perpetrators projected little concern for most areas, but did have some concern. On the other hand, the *non-associated* school violence perpetrators projected no concern for anyone or anything during the planning phase.

Thoughts about Plans

A potentially frightening phenomenon was discovered in examining the projections of the various types of offenders about the potential thoughts one might have during the planning phase of a violent act. While second thoughts and fears would be the hoped-for feeling, that is not the case for many school violence perpetrators.

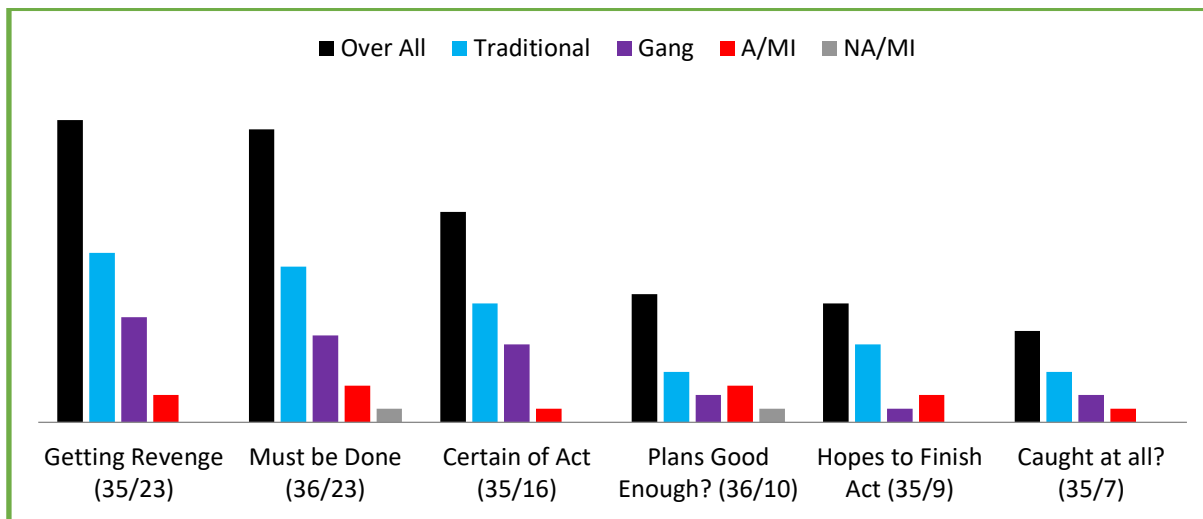


Chart 9.2. Thoughts about Plans

The above chart examines the projected thoughts about their acts that a school violence perpetrator might have when planning their violence. Overall, 66% of the offenders projected that *getting revenge* would be the biggest thought while believing it *must be done* a close second at 64%. Almost half (46%) projected that the offender would be *totally certain* of their planned act. This may speak to the belief that once an individual gets to the point of actually planning a violent event that there is not much that can be done to change their minds unless they are caught at this stage.

Traditional school violence perpetrators were the most significant group which supported these findings with the projections matching at 37% and 34%. To a slightly lesser extent, the projections of *gang-related* school violence perpetrators matched this finding. The *associated* school violence perpetrators projected that the offender would feel that the planned act *must occur* and only worried that their *plan might not be good enough* for them to reach their goal. The *non-associated* school violence perpetrators reappear in the projections and share this same view.

Second Thoughts about Plans

While it is impossible to know, it is hoped that the vast majority of potential offenders have second thoughts about their plans to commit an act of violence. It is greatly hoped that this is the case when it comes to those who wish to commit violence upon or around schoolchildren. Chart 9.3 is an examination of those surveyed projections about what, if any, second thoughts offenders may have during the planning phase of their eventual school violence act.

Chart 9.3 gives an overview of the projected second thoughts a school violence offender may have as they begin to plan their act of violence.

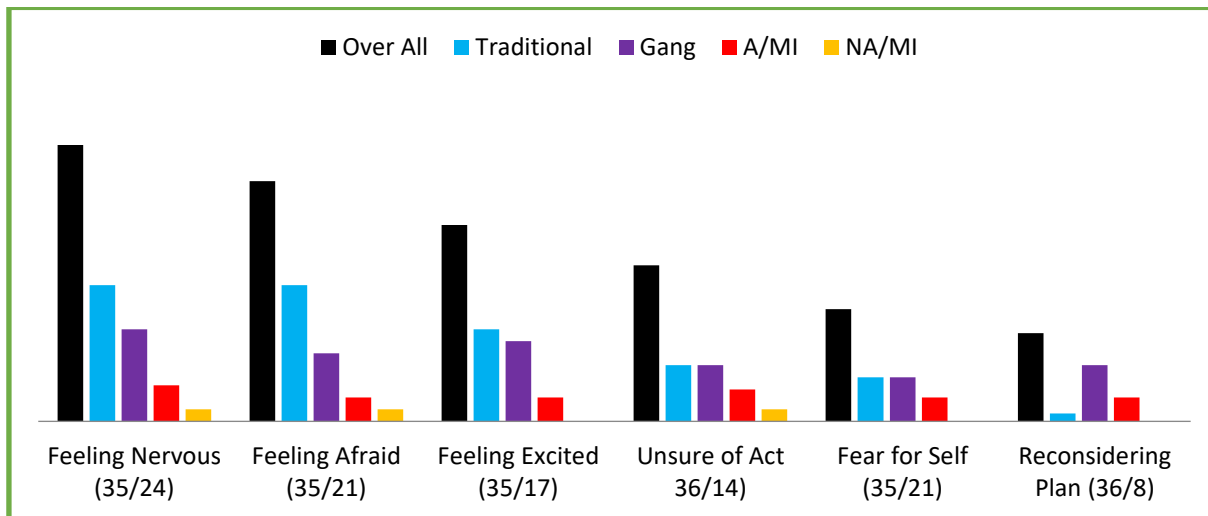


Chart 9.3. Second Thoughts about Plans

Overall it was projected that the majority (69%) would be extremely nervous and feel afraid (60%). Unfortunately, at the same time, approximately half (49%) projected that the offender would be very excited about the act as well. A much lesser percent were projected to be unsure of act (39%) and having fear for themselves (28%). Only 22% projected that the offender would be reconsidering their planned act.

The projections for the *traditional* school violence perpetrators follow this trend with feeling nervous and afraid tied at 34%, but only 2% reconsidering their planned act. This trend continues: the *gang-related* school violence perpetrators projected significant second thoughts in all areas. They projected the highest percentage for reconsidering a planned act, at 14%. The *associated* school violence perpetrators projected a significant percentage of second thoughts ranging from 9% to 6%. This group projected the second highest percent of reconsidering the planned act, at 6%. *Non-associated* school violence perpetrators echoed projected feelings of nervous (3%) and being afraid (3%), but 0% as to whether the offender would be reconsidering their plans.

SUMMARY

The findings in this chapter would suggest heavily that once an individual transitions from the thoughts of committing a crime or violent act to serious planning, the situation has gone too far. If the projected thoughts of those surveyed are accurate, it would appear that most who get to this point, while being nervous and afraid, are certain of their pending act and plan to carry it out. Even though this decision is made, there are some interesting trends as to concerns and second thoughts by pending offenders.

Gang-related offenders projected more concern for others and their community than any other type of offender. In turn, the *non-associated* type of offenders projected the least, if any.

A trend is immediately apparent when examining the thoughts of school violence perpetrators at the planning stage. For the vast majority, when they get to the point where they have decided to commit an act of school violence, their only concerns are getting revenge and whether their plans are good enough. Once a person gets to this level it may be almost impossible to stop and act unless it is discovered and an action is taken immediately against that offender.

A frightening trend begins to also unfold when examining the projected thoughts of school violence offenders. This trend begins when examining projected thoughts during the planning phase for a violent act. It appears that once a decision is made to commit a violent act and actual planning begins, there is very little that can be done to stop its occurrence. Very few types of offender surveys projected that once plans for a violent act began that there would be any second thoughts.

DURING THE VIOLENCE

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

I wanted to HUMILIATE them and make them APOLOGIZE for threatening to harm my FAMILY, KILL ME and for all the RACIAL SLURS that they'd made towards me. They were waiting on me at my "Bus stop," after following BEHIND the bus and driving BESIDE it, yelling out THREATS of bodily HARM, calling me niggas, porch monkey, etc. (ALL of which the Bus Driver Ms. XXX WITNESSED, but never said ANYTHING ABOUT!). I always KNEW I was going to JAIL AFTERWARDS. I just never thought it would be for MURDER

. . . (ASSAULT or even BATTERY perhaps, but it never OCCURRED to me that something would go WRONG and I'd end up taking a LIFE! This 20 year old young MAN, had threatened to KILL me, RAPE my MOTHER and SEXUALLY ASSAULT in HIS words, "stick his PENIS" in the MOUTHS of my kid brother and sister (who were 8 6-9 year of age at the time.) I was DEVASTATED, ANGRY, and AFRAID for my LIFE BEFORE. But, NOW, although I was blessed to be ALIVE, I felt only ALONE and left to WONDER where and how it all (my life) went WRONG!

—BM/14/1996 (shot another student 6 times with a .22 caliber pistol on a school bus after a verbal feud)

On my Behalf—I don't think I had time to think—it was more like a Blackout and I think I just snapped out. However I think it was about 11 of us that snapped out me, the victim, his friends and two of my friend. It was Originally an Brawl! It's a lot of "O" in this Section for me Because it wasn't Plan B/C I was Used to Carrying Guns to school and in my hood.

—BM/16/1996 (shot another student during a fight with a group of students)

I point this out for accuracy's sake, not to minimize. I endangered the life of every

person in the school by firing a weapon in the first place. I still struggle with many issues of depression and guilt. But if you get to know my story better you'll realize I've been to the darkest spot possible (I hope) and survived it. As long as I can find meaning and hope I will endure and achieve.

—WM/14/1986 (failing a class, tried to kill the teacher, but shot and killed her substitute and injured a vice principal and two other students)

INTRODUCTION

Very unique findings are discovered when the thoughts, feelings, and experiences are examined of offenders during the violent act. This chapter attempts to examine these for school violence perpetrators while they committed their acts of violence. The results are examined as they pertain to the four types of school violence perpetrators discussed in this book.

As stated in the introduction, a secondary part of the overall research project focused on the results of a 200-question scenario-based survey, entitled “School Violence Prevention Questionnaire.” Using a projective technique, respondents were asked to put themselves in the shoes of John/ Jane, a person similar to themselves at the time they committed their acts of violence and to answer questions about John’s/Jane’s thoughts, feelings, and experiences at four different time periods. The following are the results of findings of the third period, during the violence.

THOUGHTS, FEELINGS, AND EXPERIENCES AS ACT IS BEING COMMITTED

The projected thoughts, feelings, and experiences of school violence perpetrators are interesting in terms of their thoughts about death, views of their actions, whether they felt in control, and their worries at the point of violence.

Thoughts about Death

Given their acts of violence, expecting these types of offenders to have unique thoughts about death at the time of their act is probably a safe assumption. Chart 10.1 compares the four types of school violence perpetrators and what thoughts, if any, they may have had about death at the time of their criminal act.

Overall, almost half (47%) of the school violence perpetrators surveyed projected feelings of wanting to die during the act upon the fictitious offender. In addition, 59% projected thoughts of suicide or forcing another to kill them during the commission of the act.

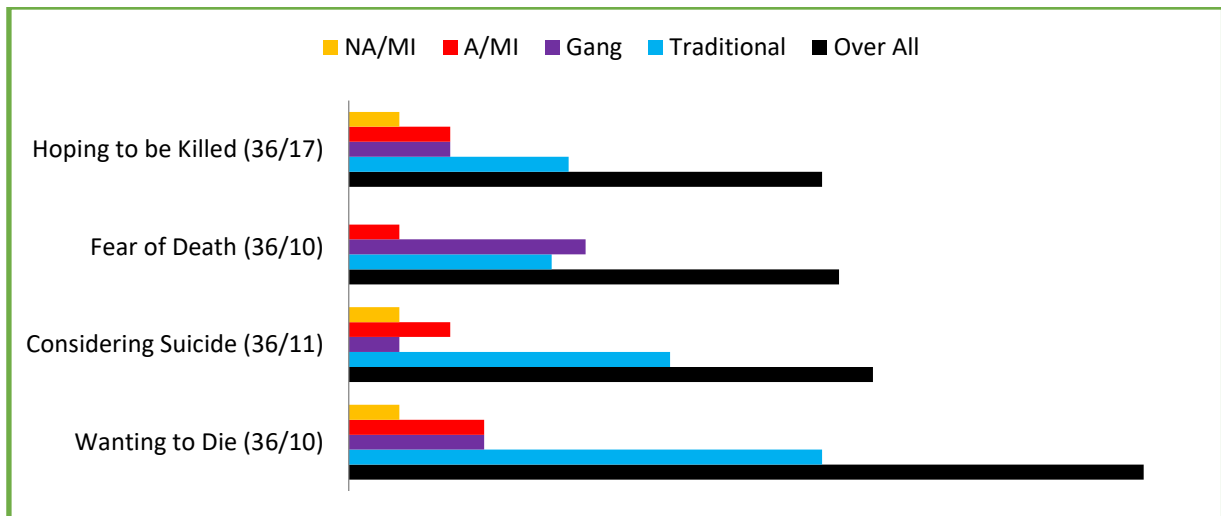


Chart 10.1. Thoughts about Death

Traditional school violence perpetrators projected fearing death at 12%, but sought death at 69%. This group had the highest projected percentage of hoping to be killed (13%) as they were committing their school violence act. *gang-related* school violence perpetrators, on the other hand, were more concerned about dying themselves (14%). The *associated* and *non-associated* school violence perpetrators projected concerns over waiting to die almost evenly across the board (8% to 6%) with the least fear of death (3% and 0%).

Negative Feelings

Those surveyed were asked to project their mindset about the negative feelings that a school violence perpetrator may be having during the commission of their act of violence. The following is an overview of those findings. The negative views were defined as those dealing with the offender feeling powerful, wanting to cause great fear and panic, and hoping to finish their act before caught.

Negative Feelings about Act

First, the projected negative feelings about the school violence act itself are examined. The findings are divided by the type of offender.

Overall, more than half projected the feeling of being powerful (55%) during the act. A close second was the intent to cause fear and panic (40%) in others. Significant percentages were discovered in the projected feelings of hoping to finish the act (25%) and striking back (25%) at others. *Traditional* school violence perpetrators followed this in their projections. Interestingly, they were the highest in the areas of hoping to finish the act (17%), feelings others will be safer after their act (17%), and that the offender would feel as if they were striking back (11%).

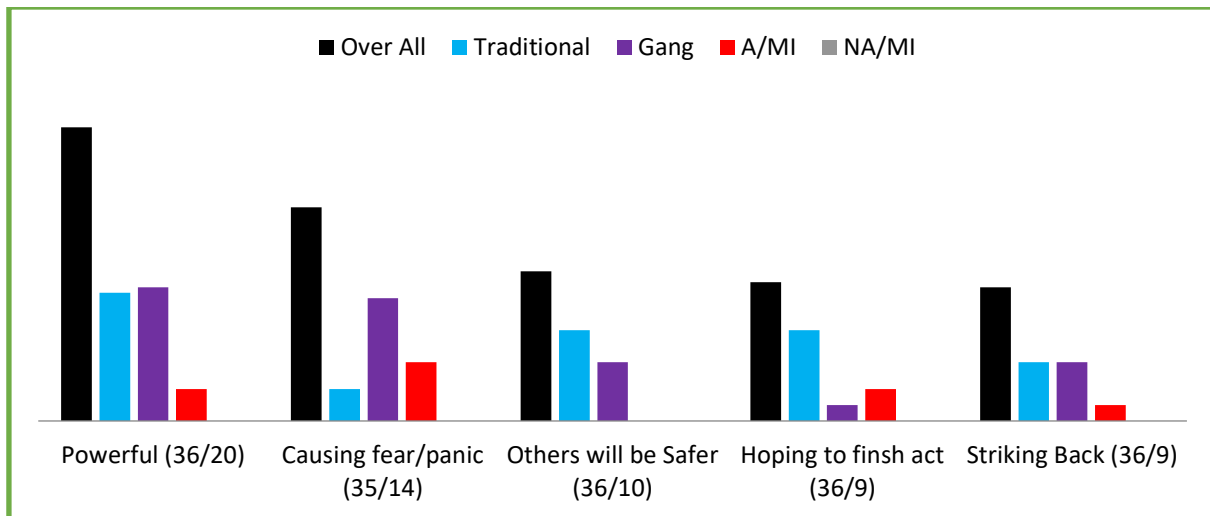


Chart 10.2. Negative Feelings about Act

Gang-related school violence perpetrators projected the feeling of being powerful (25%) the most in this section as well as the causing of fear and panic in others (23%). The *associated* school violence perpetrators echoed this trend by projecting feelings of the intent to cause fear and panic (11%) and feeling powerful (6%). Continuing a trend, *non-associated* school violence perpetrators did not project any feelings in this area.

Negative Feelings about Self

Next, the projected negative feelings about the offenders themselves are examined. These focus on the views of how the offender may be viewed after the violent act is completed.

Chart 10.3 reveals some insightful, yet frightening, aspects into why school violence offenders commit their acts of violence. Overall, projected feelings of the offender considering whether their plans were good enough and how they would positively be viewed after their act of violence was completed was evenly distributed across the board at 17%. This is a very significant percentage of all types of school violence.

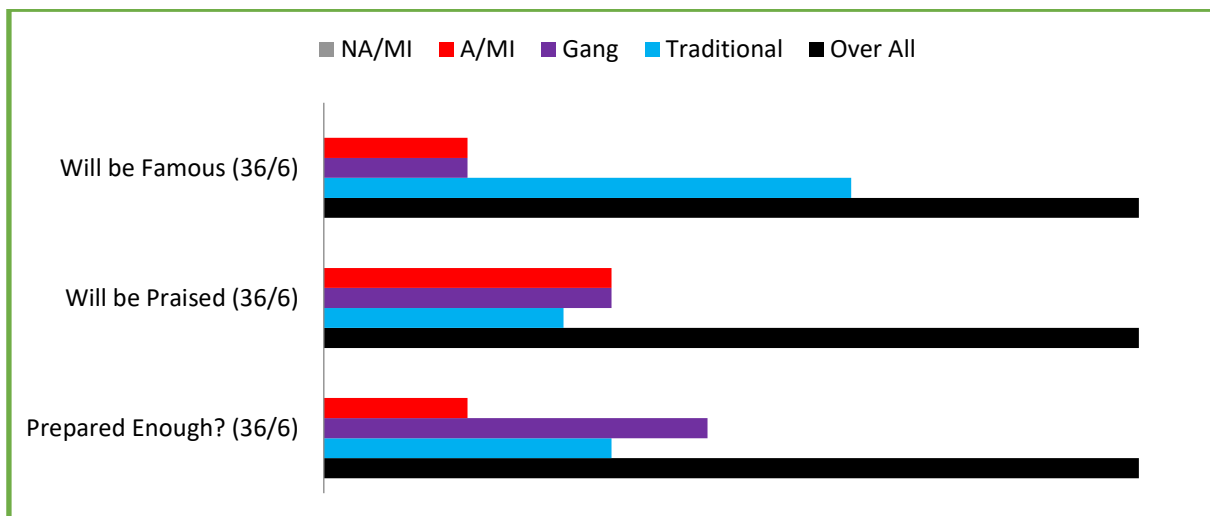


Chart 10.3. Negative Feelings about Self

The *traditional* school violence perpetrators had the highest projected percentage at 11% for thinking that they will be famous after their act. In contrast, the *gang-related* school violence perpetrators projected more concerns over whether they were prepared enough to commit their act (8%). The *associated* school violence perpetrators projected feelings that the offender would be praised at 6%, while the *non-associated* school violence perpetrators, once again, did not project any feelings in this area at all.

Not in Control

Another interesting area to examine in regard to the commission of a violent act is whether the offender felt “in control” or not. The following two sections examine the major and lesser issues relating to feelings of whether an offender felt in control or not.

Major Feelings of Having No Control

Many of the types of offenders state that they had many times where they felt like they were not in control of their actions and that they felt out of control.

Overall, the most common feeling projected on the fictitious offender was that the experience was unreal (58%) or that the offender was not even thinking at all (51%). *Traditional* school violence perpetrators followed this trend, but also projected that the offender would be feeling massive panic (22%) and would not feel as they were in control (21%).

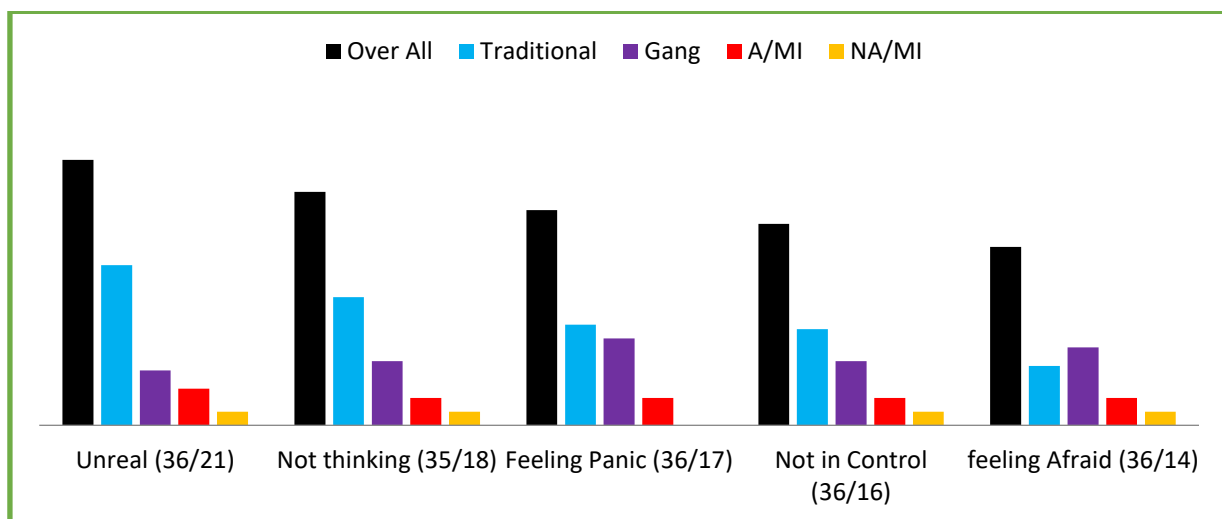


Chart 10.4. Major feelings of Not in Control

The *gang-related* school violence perpetrators would also have similar projections, but would offer that the offender might have been in more control of his or her actions during the violent incident. The *associated* school violence perpetrator’s projections were evenly distributed across the various levels of fear and Jack of a feeling of control (6%). This was one area where the *non-associated* school violence perpetrators would project their feelings in the same manner, but to a lesser extent at 3%.

Lesser Feelings of Having No Control

The following chart examines the slightly lesser projected feeling of having little or no control during a violent event.

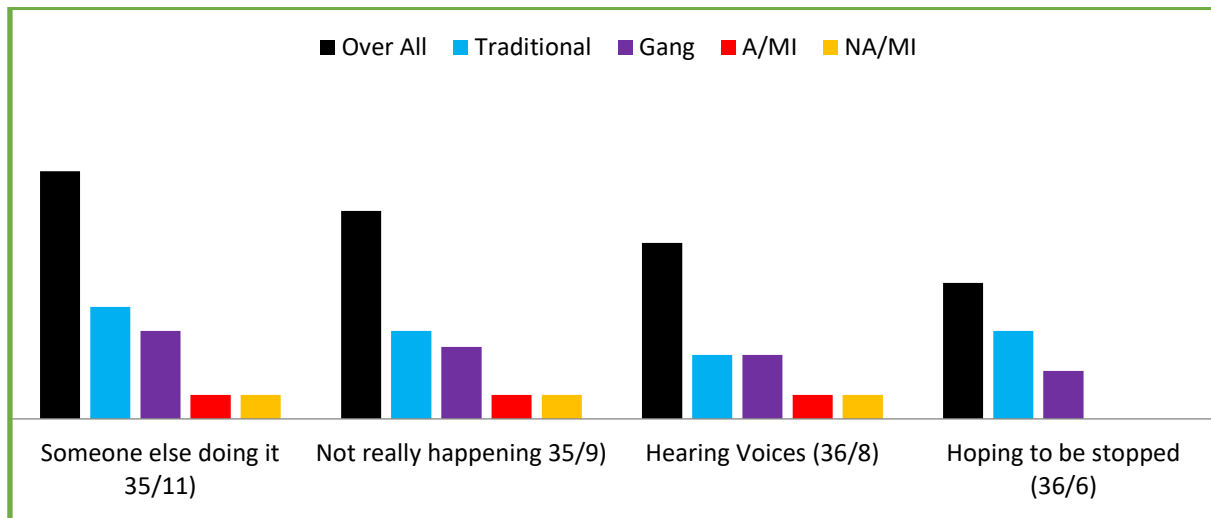


Chart 10.5. Lesser Feelings of Not in Control

A significant percentage of offenders projected that in the mind of the fictitious offender, the violent event was being committed by someone else (31%) or not really occurring at all (26%). The *traditional* school violence perpetrators projected the most that the offender would have a feeling that someone else was committing the act (14%).

They would also project evenly that the offender would feel as if the act was not really happening and wishing that they would be stopped (11%). *gang-related* school violence perpetrators shared these projections to a lesser degree (11% and 6%). The *associated* and *non-associated* school violence perpetrators were evenly distributed at 3%, but neither group projected any feelings of hoping to be stopped.

Concerns/Worries

The next section of this chapter examines the concerns and worries that the school violence perpetrators may have during the commission of their violent act. These concerns are broken down into major worries and minor worries.

Major Worries

Interestingly, the major worries identified in this part of the study focused on concerns the various types of school violence perpetrators projected on the fictitious offender in regards to that person's worry about friends and family.

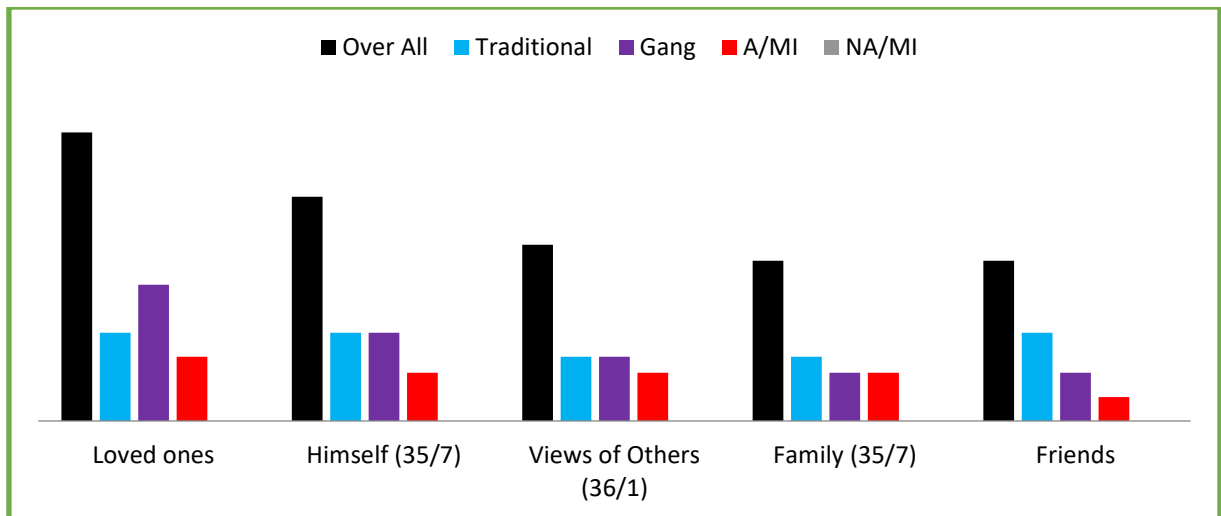


Chart 10.6. Major Worries

Overall, 36% of all types of perpetrators projected that the offender would be most concerned and worried about their loved ones (36%), then themselves second (28%) (see chart 10.6). The *traditional* school violence perpetrators projected these same feelings of concern for loved ones (11%) and themselves (11%). The *gang-related* school violence perpetrators projected the most concern for their loved ones at 17%. While the *associated* school violence perpetrators projected concerns evenly across others in their lives (6%), the *non-associated* school violence perpetrators once again offered no worries in this regard.

Minor Worries

The final part of this chapter examines the minor worries that the school violence perpetrators projected upon the fictitious offender. An extremely interesting trend becomes immediately apparent in examining the responses of the four types of perpetrators surveyed in this study.

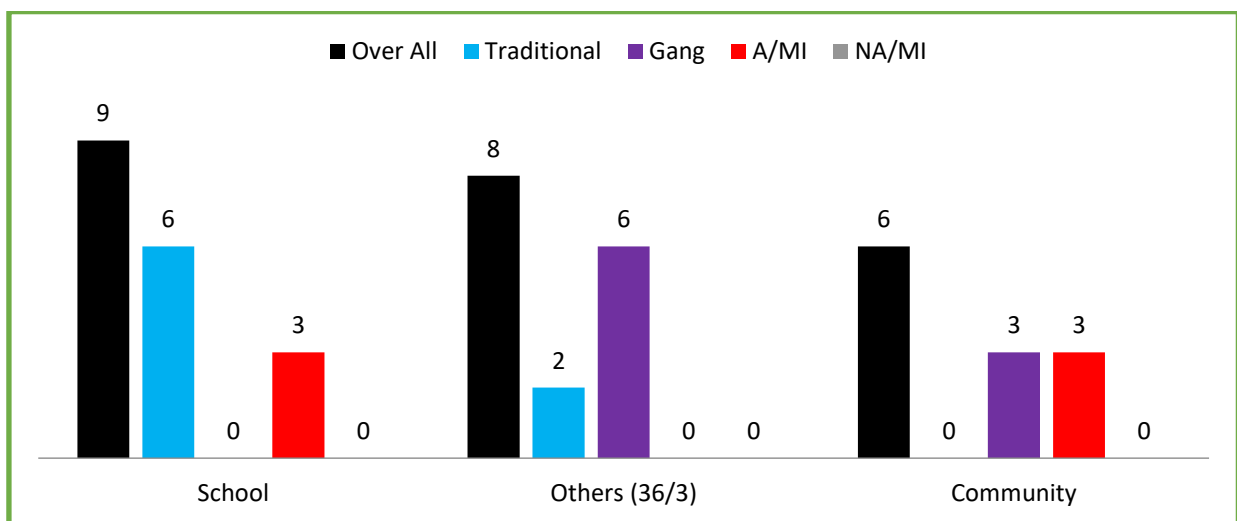


Chart 10.7. Minor Worries

The minor worries projected by all types of school violence perpetrators revolved

around feelings for others, the school, and the community in general. Overall, only 9% projected worries over the school, 8% about the impact on others, and the lowest (6%) for their community (see chart 10.7). The *traditional* school violence perpetrators projected only 6% for concerns about school and only 2% for others. They projected no worry about their communities. In contrast, the *gang-related* school violence perpetrators projected the most concern for others (6%) and their communities (3%), but no concern for their school.

The *associated* school violence perpetrators projected only a slight concern for the school (3%) and community (3%), but no concern for others. As with the ongoing trend, the *non-associated* school violence perpetrators projected no concern for any of these three.

SUMMARY

This chapter dealing with the thoughts and feelings of school violence perpetrators during the commission of their act of violence reveals several interesting trends. When examining the offenders projected thoughts about death during the commission of a crime it is apparent that a significant percentage of each group wished to die during the commission of the act. Fear of death was present most often in *gang-related* offenders and did not exist in *non-associated* offender's projections.

It becomes apparent that the causes of a school violence event are often to feel powerful and to cause great fear and panic in others. There is also the secondary feeling that the act will be striking back at those who have harmed the offender or others and that said others will be safer after the act is completed. Combined with this is the obvious fact that many school violence perpetrators may have unrealistic views of the results of their violent act. Although, it could be argued that *gang-related* offenders, given their lifestyle, may actually be praised or famous in the eyes of other gang members.

There is a significant percentage of school violence perpetrators who feel panic and lack of control during a violent event, but, sadly, approximately half do still feel in control. Again, there is a strong trend of school violence perpetrators not feeling as if they were in control during a violent act. Unfortunately, very small percentages projected that the offender would wish to be stopped before they could complete their act of violence.

Unfortunately, only about a third or less of the surveyed school violence perpetrators projected that there would be any concerns over an offender's loved ones, other, or themselves during the commission of a violent act.

This may be due to the time period involved. It is obviously difficult for one to consider too many other issues when in the middle of the commission of a crime. Still, it is obvious that most school violence perpetrators have very little concern for their school, others, or their community during the commission of a violent act at or upon a school. Very little concern for any of these three was projected by the offenders surveyed.

THE AFTERMATH

IN THEIR OWN WORDS

In Response to the Sandy Hook Elementary School Shooting on December 14, 2012

In the aftermath of the SENSELESS acts of VIOLENCE that occurred at the Newtown, CT Elementary School, my earnest PRAYER is that these few words will find you more DETERMINED and RESOLUTE than EVER! There has been much talk about the incident here behind the prison walls (as I am sure it must be out there in society). I WISH there was more that I could do to express sincere concern for the lives of those innocent young children, and the suffering of their FAMILIES, FRIENDS, and COMMUNITIES.

—BM/14/1996 (shot another student 6 times with a .22 caliber pistol on a school bus after a verbal feud)

I saw what just happen in Connecticut the tragedy of all those sweet innocent children. their lives cut short broke my heart when I saw it in the news, I hope this study can bring this madness to a stop once and for all. Or at least that we can recognize the people that might be thinking of doing something so disturbed like what just happen. My prayers go to the families and victims.

—HM/18/1999 (shot two rival gang members in parking lot after school)

Personal Comments to Author about School Violence

Although I didn't kill anyone or seriously injure anyone physically, the trauma was done. I terrorized my classmates, teachers and community. I've become a part of the worst trend in our society, and I hope you can help me speak out against it and encourage others to get the help they need instead of following in my footsteps, and the footsteps of too many others.

—WM/16/2004 (fired three rounds with a 12-gauge shotgun in a classroom)

INTRODUCTION

Many times the victims and offenders involved in violent acts seem to fade from memory

quickly. Often the only ones who remember are those who were intimately involved as victims or offenders or their families. Once the headlines pass and trials are concluded, very often violent acts are replaced with new acts. This is true with acts of school violence as well. Although, given that some of these acts involve such great amounts of violence and involve so many young victims, some do remain strong in the collective memory of American society (e.g., Columbine High School in Colorado and Sandy Hook Elementary School in Connecticut).

This chapter attempts to examine the thoughts, feelings, and experiences of school violence perpetrators after their violent act is completed and upon their incarceration. The topics of who they blame for their act, feelings about reality, and what thoughts they may have about the future are examined. The issues of views of self, negative feelings about the act, and negative feelings about self are explored as well.

As stated in the introduction, a secondary part of the overall research project focused on the results of a 200-question scenario-based survey, entitled “School Violence Prevention Questionnaire.” Using a projective technique, respondents were asked to put themselves in the shoes of John/ Jane, a person similar to themselves at the time they committed their acts of violence, and to answer questions about John’s/Jane’s thoughts, feelings, and experiences at four different time periods. The following are the results of findings of the fourth and final time period, the aftermath.

THOUGHTS, FEELINGS, AND EXPERIENCES AFTER THE ACT

The following is an examination of the findings of this research pertaining to the school violence perpetrator’s projected thoughts, feelings, and experiences after an act of school violence. 36 of the 78 offenders in this study completed the aforementioned survey. Part 4 of this survey dealt with a variety of issues dealing with everything from where they would project the blame for violent behavior to projected thoughts about a convicted offender’s current and future situations.

They also had the opportunity to offer projected insight into the views they currently have of themselves and positive and negative feelings about themselves and their act. Given the population of this study, some of the offenders had reflections after many years (36) and some only a few (4).

Placing of Blame for Act

When a violent act occurs in society many want to understand why; this is especially true when it comes to the killing of children. Chart 11.1 offers findings as to whom the offenders themselves might feel the blame belongs to for their act.

The projected blame for the act varied almost evenly between being placed upon others, family, friends, teachers, victims, violent media, and alcohol. Overall, the perpetrators projected the blame equally (34%) on others and on the actual victim of the crime (34%). It should be noted that between 14% and 34% of the sample projected blame for actions upon someone or something other than the offender themselves.

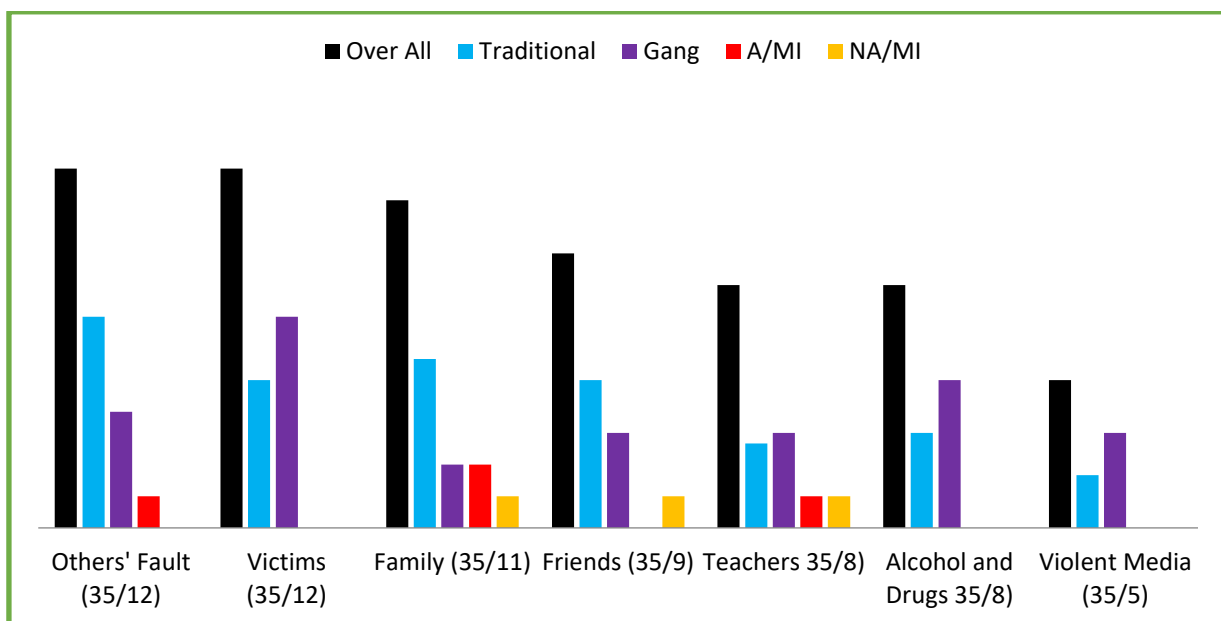


Chart 11.1. Placing of Blame for Act

This trend continued for *traditional* school violence perpetrators in that they most often projected blame upon others (20%). A very close second percentage (16% and 11%) projected blame on family, friends, and victims. The *gang-related* school violence perpetrators projected most of the blame on the victims (20%) with a close 14% of the blame placed on alcohol and drugs.

Interestingly, for those of the other types of offenders who projected the placing of blame, they focused on only a few areas, while other types of offenders spread their projections across all categories. *Associated* school violence perpetrators projected blame upon family 6% of the time and another 6% between others (3%) and teachers (3%). This is not surprising in that in almost every one of the cases examined for this type of offender, a past teacher or coach of that individual was the target of the violence. The *non-associated* school violence perpetrator spread their projected blame equally between family, friends, and teachers at 3% each.

Feelings about Reality

Those surveyed also had the opportunity to project their feelings on what might concern an offender after their violent event and immediately following conviction and incarceration. As would be expected, the major projected concern for most was coming to terms with the reality of what happened and the ensuing consequences.

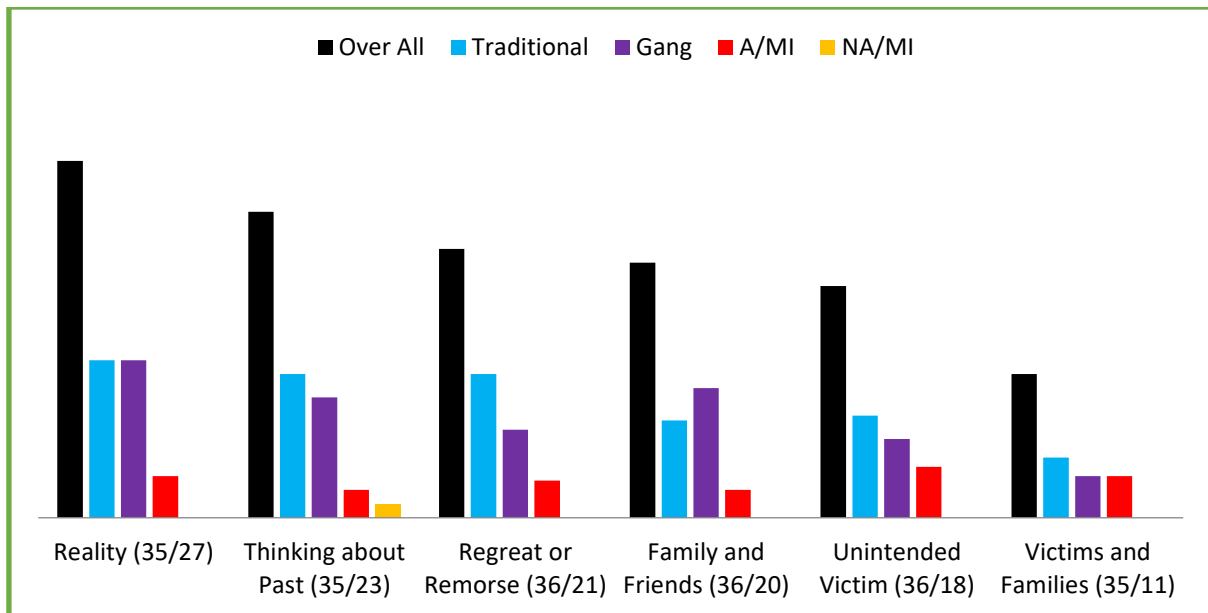


Chart 11.2. Feelings about Reality

Not surprisingly, the vast majority (77%) projected the primary concern was realizing the consequences of one's actions. Encouragingly, 66% projected that an offender might be contemplating their past and how they ended up where they were at that time. The *traditional* school violence perpetrators projected that the offender would almost equally be trying to accept the reality of their actions, thinking of their past, and having a great sense of regret or remorse (34% and 31%).

Gang-related school violence perpetrators followed this trend in their projections, but were also projecting being very concerned (28%) about their family and friends. *associated* school violence perpetrators projected concern almost equally across the board, but projected the most concern (11%) over harm caused to unintended victims. The only feeling projected by the *non-associated* school violence perpetrators was 3% for the thinking of one's past.

Thoughts about Future

Examining the thoughts of convicted and incarcerated offenders is interesting and potentially the most truthful in that most have been forced to accept their fate and can reflect upon their past, present, and future with some sense of clarity. The following is an overview of the projected views on the possible thoughts of an offender at this point in a violent act.

Overall, the major projected thoughts are in regards to whether the offender will ever be released (68%). Given the sentences given to these various types of school violence perpetrators, whether they will be given parole one day would be of major concern. The *traditional* school violence perpetrators projected concerns in all areas of their futures from whether they would ever be released (33%) to how they would be portrayed in the media (16%).

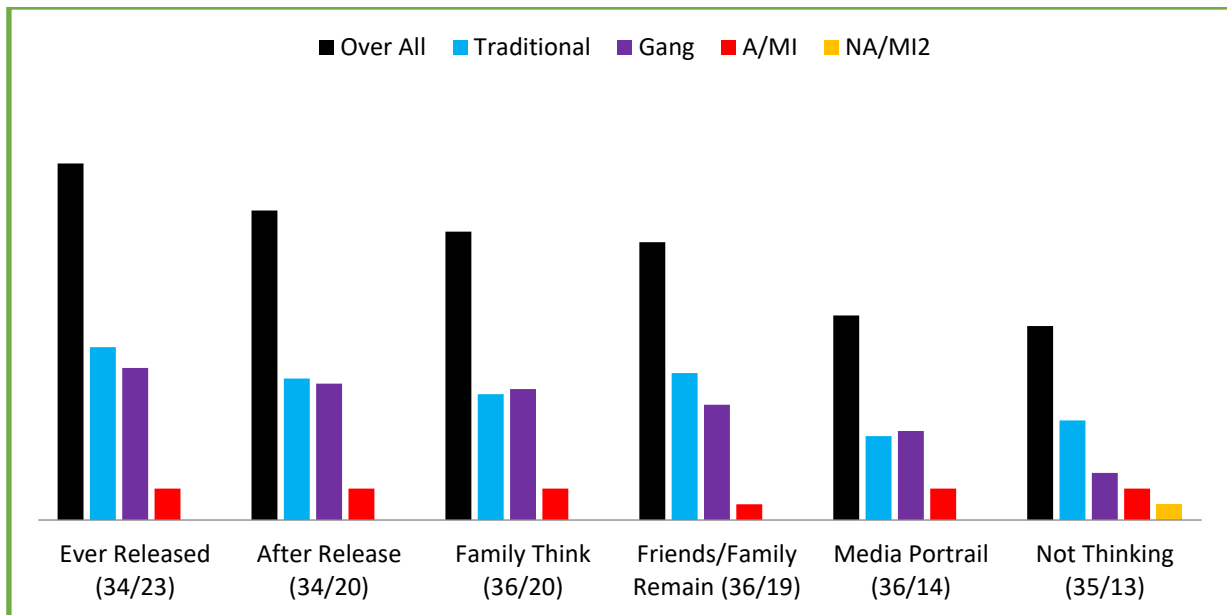


Chart 11.3. Major Thoughts about Future

Gang-related school violence perpetrators echoed this trend closely with ranges of 29% about potential release to whether their family and friends would stand by them (22%). To a much lesser degree, projections from the *associated* school violence perpetrators also followed with significant percentages (6%) in all areas of concern. Once again, most *non-associated* school violence perpetrators did not project any thoughts at all except 3% projected the offender to not be thinking about anything at all at this point.

Lesser Thoughts about Future

Given the sentence of many of these incarcerated offenders, the hopes of future marriage and children are very remote. Overall at 34% and 33% offenders projected thoughts of whether they would ever be able to get married and have children. Finishing high school (17%) and finding a job (26%) were secondary but significant projected concerns.

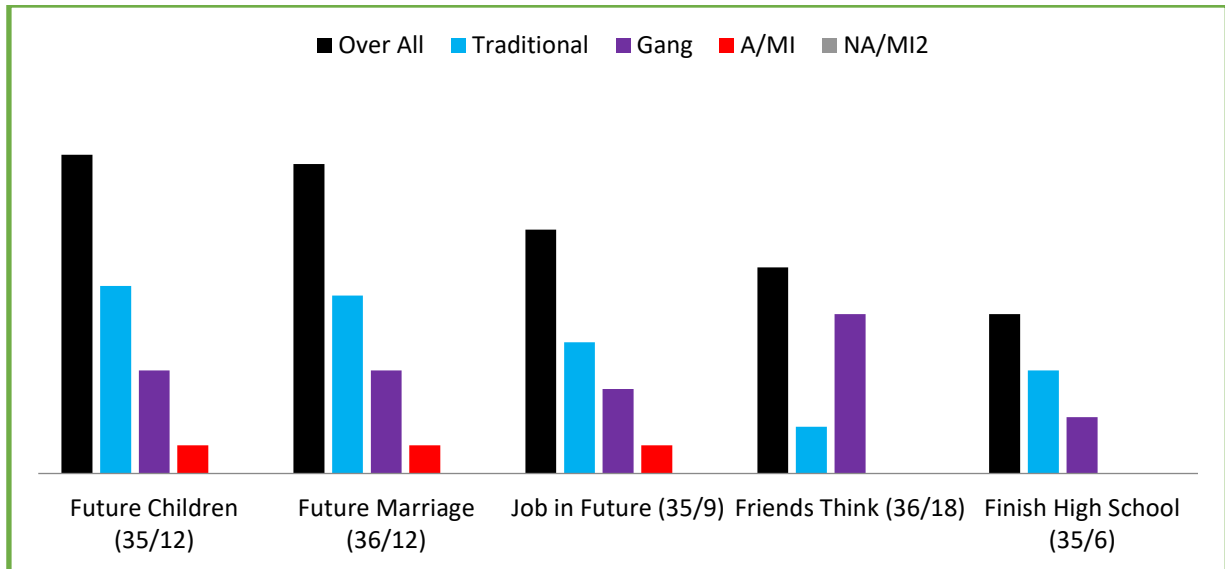


Chart 11.4. Lesser Thoughts about Future

Traditional school violence perpetrators projected the same concerns over whether they would be able to have a family one day and obtain employment. They did have the lowest (5%) projected concern about what friends might think at this point in life. Once again, *gang-related* school violence perpetrators seem to project the most concern in positive areas. While what friends might think was the highest (17%) of lesser concerns, they also had some of the highest projections about concerns about their future. As continues to be seen, *associated* school violence perpetrators projected little thought about the future and *non-associated* school violence perpetrators projected no thoughts at all in these regards.

Views of Self and Act

As discussed in various parts of this book, the view that one has of themselves can have a significant impact on their current and future behavior.

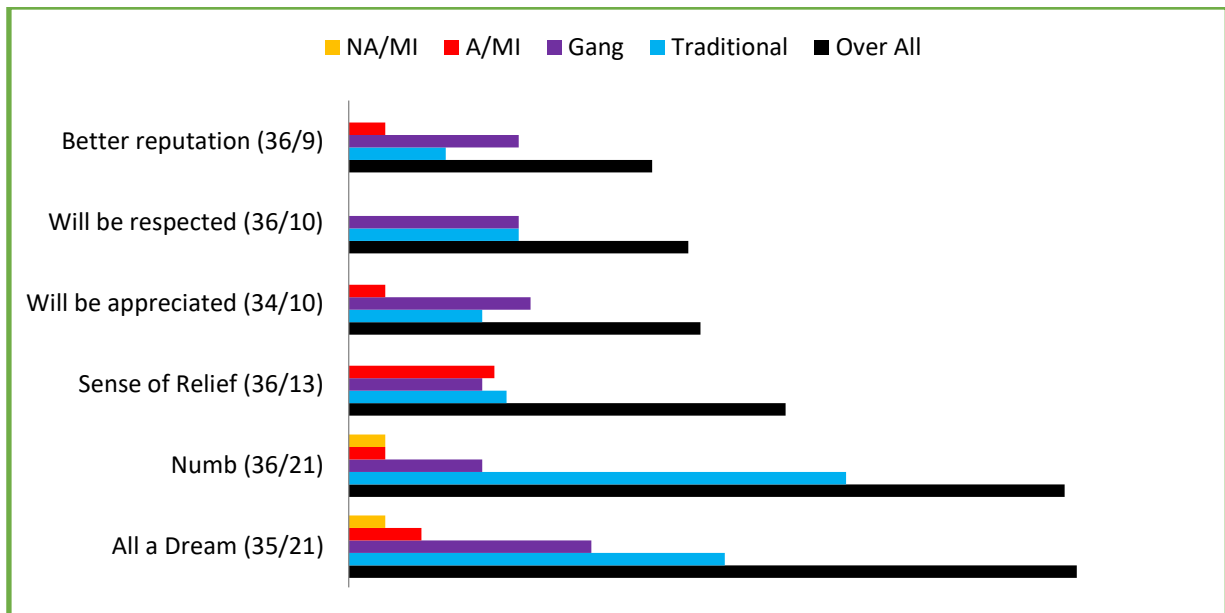


Chart 11.5. Views of Self after Incarceration

Chart 11.5 explores the projected views that the surveyed convicted offenders had in regard to their current thoughts of self.

Overall, all types of offenders projected that the offender would feel that their act of violence was all a dream (60%) and one which had left them numb (59%). A significant percentage also projected that there would be a sense of relief (36%). Unfortunately, a very significant number projected that the offender thought that they would be appreciated for their act (29%) and would have more respect (28%) and have a better reputation (25%) since they had committed the act of school violence.

Traditional school violence perpetrators projected the most of simply feeling numb (41%) and that all of their actions were just a dream (31%). *Gang-related* school violence perpetrators followed this trend, but had some of the highest percentages when it came to projections about the offender being appreciated (15%), respected (14%), and having the highest percentage of any type of offender projecting a better reputation (14%).

The *associated* school violence perpetrators projected the most (12%) towards the offender having a sense of relief. The only projections from the *non-associated* school violence perpetrators were a sense of being numb at 3%.

Negative Feelings about Act

In addition to negative projected thoughts about how the school violence perpetrator sees an offender like him or her, there are many concerns about the act itself as well.

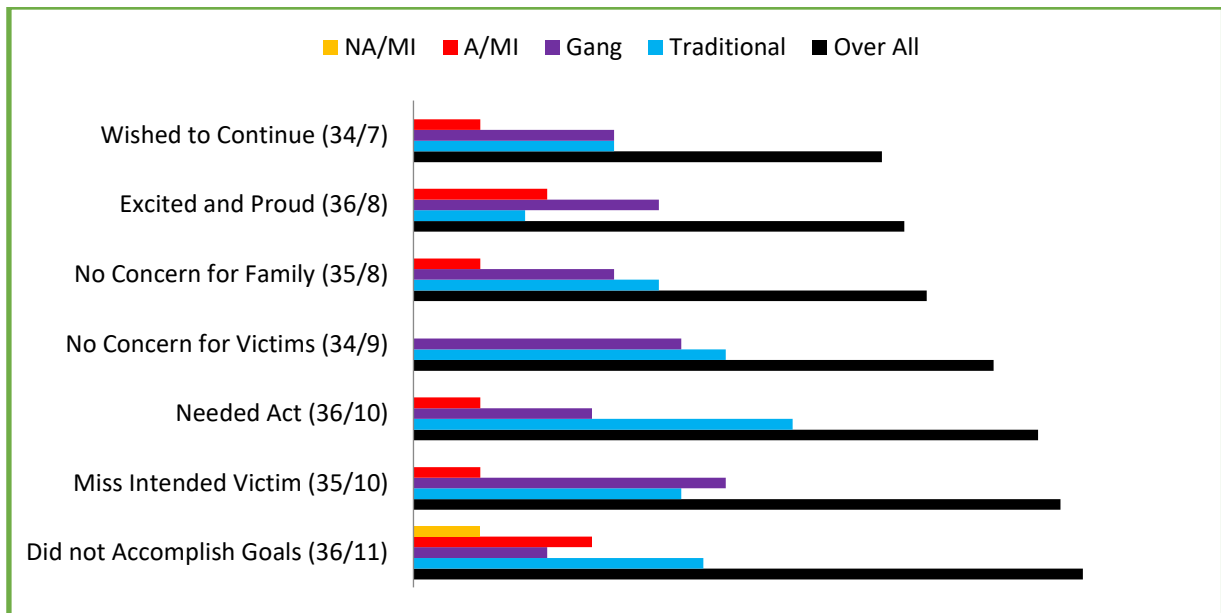


Chart 11.6. Negative Feelings about Act

Chart 11.6 examines the projected feelings an incarcerated school violence perpetrator may continue to have even into their punishment phase. Overall there are a significant percentage of projections which suggest that those who get to this point had major issues which led them to this point. An unsettling percentage of projections from all types of school violence perpetrators (30% and 29%) projected that the offender would be upset that they did not accomplish their violent goals and actually missed an intended victim. This continues when examining the projected views on how the offender would still believe that they needed to act (28%) and were excited and proud (22%) of their actions and actually wished they could have continued (21%).

The *traditional* school violence perpetrators projected the highest percentage in these areas except for being excited and proud (5%). They still projected that the act simply needed to occur (17%) and there was no other choice. *Gang-related* school violence perpetrators projected feelings which are probably inherent in the gang lifestyle, with 14% projecting the offender would be upset that they missed an intended victim and would remain excited and proud of act (11%).

Associated school violence perpetrators had equally negative projections across the board with the largest percentage of projection for the feeling that the offender did not accomplish their goals during the violent act (8%). Continuing a trend in this section, the *non-associated* school violence perpetrators did not project feelings in this regard except 3% for the feeling that the offender did not accomplish their goal.

Negative Feelings about Self

This research also examined the negative feelings that the various types of school violence perpetrators might still have even upon their incarceration. The following gives an overview of their projected thoughts about what an incarcerated school violence perpetrator might still have as they serve their time for their act of violence.

Overall, over half (60%) projected ongoing fears of being sent to prison and how long they would have to remain (see chart 11.7). Given that all of these offenders surveyed are currently incarcerated this is not surprising. A great percentage of all offenders projected feelings that the hypothetical school violence offender would have significant thoughts about their own death (81%), either causing it themselves or for another to have done so. The *traditional* school violence perpetrators projected the greatest percentages in regard to wishing for death (25% and 23%). As with all projections, fear of prison was strong (26%) as well.

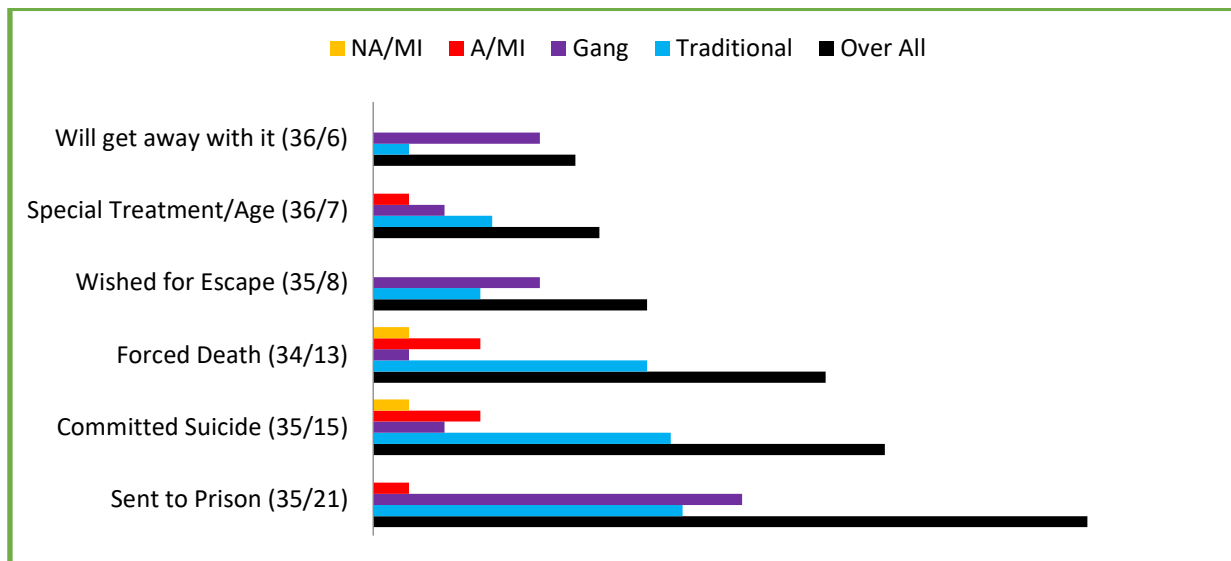


Chart 11.7. Negative Feelings about Self

In contrast, *gang-related* school violence perpetrators projected thoughts ranging from wishing for continued escape from the incident location (14%) to hoping for special treatment from the courts (6%). The *associated* school violence perpetrators projected thoughts that the offender should have committed suicide or forced their death (18%) from others at the scene. In one area where *non-associated* school violence perpetrators did project feelings they echoed the *associated* thoughts that they should have committed suicide or forced their own death (6%) at the scene of the crime.

SUMMARY

In summary, regarding the placing of blame for a violent act, all types of school violence perpetrators did so to someone or something else beyond themselves. There were almost none who projected the sole fault of the violence event upon the perpetrator alone. It also appears that almost all types of school violence perpetrators projected the same areas and feelings about the period after the act and when the punishment for the act begins. Most projected that offenders would begin to realize what had occurred and how they got to where they currently were. A significant percentage did project regret and remorse and concern for others involved.

Except for *non-associated* offenders, all types of offenders projected significant concern and thoughts by the offender about if they would ever be released, if family and friends would stand by them, and how they would be portrayed by the media. In contrast, a significant

percentage of all types of offenders projected that the incarcerated offender would not be thinking about anything at all.

As far as projected lesser concerns for offenders, almost all were concerned over whether they would have the opportunity for a family at some point in the future. *Traditional* offenders projected the most concern in these areas, while *non-associated* offenders projected no thoughts in these areas at all.

An interesting trend revealed itself in examining the projected thoughts of the various types of school violence perpetrators when it comes to the views of their situation and life upon incarceration. The vast majority still have feelings of the entire act being a dream and a lingering sense of being numb, while some do have a sense of relief. Unfortunately, very significant percentages still feel that they will be appreciated, respected more by others, and have a better reputation since their violence act was completed.

Continuing frightening trends, almost all types of school violence perpetrators projected feelings that the incarcerated offender would have feelings that they did not accomplish their goals and actually missed intended victims. The feeling that the act of violence needed to occur continues for many from the planning stage to even the punishment phase.

Interesting divisions are found in reviewing the projected feelings of the various school violence perpetrators when it comes to their personal thoughts once incarcerated. The *traditional*, *associated*, and *non-associated* offenders projected strong feelings about death, while the *gang-related* ones focused more on wishing they had gotten away with the crime and hoping to receive special treatment from the court system.

Three

FINDINGS, ANALYSIS, AND RECOMMENDATIONS

The final chapters of this book resulted from an overall review of findings of this research. Analysis and recommendations were made of each type of school violence event and offender type.

These chapters are not intended to serve as “profiles” of the school violence perpetrators examined or a simple “checklist of danger signs.” It is hoped to be much more and used as some way to point to the next juvenile who will commit a violent act on a K–12 school campus. Attempts to develop such “tools” are very often knee-jerk reactions of those who receive massive pressure to take some type of action after an act of school violence occurs. Trying to do this is a very shortsighted “preventive” measure and one which can do more harm than good.

The use of profiles and checklists are actually very dangerous as well. They often lead to individuals who are not violent, nor will ever be, being labeled as such and inevitably being treated as such. A great deal of empirical research exists confirming the extremely negative impact of “labeling” and “stereotyping” individuals. This is exponentially dangerous in labeling of juveniles. It is human nature to sometimes succumb to the mistreatment and abuse by others and simply take on the traits and behaviors that are being projected upon one. This is extremely true with children. If a child is told they are “nothing” and “worthless” long enough, they may start believing it and, in turn, confirming it by future behavior.

Instead, it is hoped that this book can be used to confirm areas that are already known to negatively impact students and young people. It is also believed that many new areas of concern were discovered in this work as well.

The findings, analysis, and recommendations pertaining to *traditional*, *gang-related*, *associated*, and *non-associated* school violence perpetrators are presented.

TRADITIONAL SCHOOL VIOLENCE PERPETRATORS

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

I've spent a lot of time trying to answer the question I saw in the eyes of my classmates and teachers. I wish I had a clear cut answer. I wish I could make better sense of a senseless tragedy, but I can't. All I had to do was open up and face my own pain, but instead I spread that pain to others. I was even going to therapy, but dealt only with superficial issues. I felt better for a while, but without really opening up it was a temporary fix. Hopefully a greater discussion on mental health can alleviate the stigma against it. Hopefully then more people will open up. Hopefully safer medications will be developed, or alternative therapies and more people will be successfully treated. And hopefully then we'll have fewer senseless tragedies.

—WM/16/2004 (brought a 12-gauge shotgun to school and started firing it randomly in a school hallway, wounded one teacher and was wrestled to the ground and stopped by another)
I was only fifteen years old when I went to the lengths of taking a gun to school and came very close to taking the life of another student. Because unlike most cases or at least how the news portrays it the shooter is being bullied and wake up one day and can't handle it any more so they steal a gun and try to cause as much harm to the one that are bullying them as they can. I was the bully in my situation I gave the victim in my case problems every time I seen him whether we was in school or not with me it wasn't a size thing like I'm bigger, stronger then this person so he's an easy target. To be honest I don't know why I committed the shooting, it had something to do with care to me and said the victim in the situation was giving her problems so I used that as a reason to get a trouble prompted and stated, it was to prove a point cause we hadn't got along for the past two years of me shooting him. I also seen it go on with other students and I didn't want him to feel like he could just pick on anyone so I threw it all back at him to let him know it can happen to him just as easy.

—WM/16/2011 (brought a handgun to school to confront a high school rival, during a confrontation at the entrance of the school he fired twice killing the rival)

INTRODUCTION

The purpose of this chapter is to offer a final review of the findings in relation to the first type of school violence perpetrator examined, the *traditional* school violence perpetrator. This type of offender, again, was identified as those who were current students and essentially “striking back” at the students, rivals, and schools that they attended at the time of the violent act.

An analysis of this type of offender is also offered in order to make some final comments on possible recommendations about this type of threat to K–12 schools in the United States. As discussed repeatedly in this book, not all school violence perpetrators are the same, not all violent acts are the same and not all causes are the same. The resulting harm or death can be the same, but the road leading to it can come from many different directions.

Historical Examples of this type of School Violence Perpetrator					
November 2, 1853, Wednesday	Matthew Ward, male, 13, Caucasian	Louisville High School; Louisville, Kentucky	Pistol	1 killed	Matthew Ward brought a pistol to school and shot the principal for excessively punishing his brother the day before.
May 24, 1879, Saturday	Frank Shugart, male, Caucasian	Reform School; Lancaster, New York	Revolver	1 injured	While a carriage of female students were pulling out of the school's stables, Shugart shot and severely injured Mr. Carr, the superintendent of the stables when Carr told Shugart he could not enter the carriage because it was already full.
December 21, 1898, Wednesday	Samuel Jacobson, male, 8, Caucasian	Grammar School 85; New York City, New York	Knife	1 injured	Jacobson, stabbed 8-year-old Han Pietze with a pocket knife. It was said that the two often quarreled.

FINDINGS

The following is an overview of the findings of this research as it relates to the *traditional* school violence perpetrators and their incidents of violence. The findings are in order as presented in the earlier parts of the book in parts one and two.

The School

The first part of the overview deals with the factors involved in this type of school violence as it relates to this type of perpetrator.

Location and Time of Events of School Violence Incident

While a school violence event can happen anywhere at any time, the *traditional* school violence perpetrator incidents examined in this study occurred the most in the East: South Central East Region (i.e., Alabama, Kentucky, Mississippi, and Tennessee) of the United States.

Table 12.1. Location and Time of Events of School Violence Incident

Incidents by U.S. Census Bureau Regions	East: South Central East Region (i.e., Alabama, Kentucky, Mississippi, and Tennessee)
Type of Developed Environment	Rural and Suburban
Month of Incident	March and May
Day of Week	Friday
Time of School Day	Equally likely throughout the school day

They occurred most often in rural or suburban areas and more often in the months of March and May. Interestingly, the vast majority occurred on Fridays during the school week, but happened equally throughout the school day.

Historical Examples of this type of School Violence Perpetrator					
September 12, 1905, Tuesday	Ernest Powers, 15, male	Athens, Tennessee	Knife	1 killed	Powers killed his teacher Elbert Wattanbarger when he attempted to whip him for throwing stones.
September 11, 1909, Saturday	A.T. Kelly, male	Bear Hollow School; Gravette, Arkansas	Gun	1 killed	John Butram, a student, announced to the student's school was cancelled. When the teacher said the lesson was not over, Butram drew a knife on the teacher, and the teacher killed him.
May 28, 1931, Thursday	James Merriman, 16, male, Caucasian	Duluth, Minnesota	Revolver	1 killed	Katherine McMillen was accidentally shot by a

					pupil and killed instantly. The gun was given to Merriman by another student for a school play; he was under the impression that the gun was not loaded.
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The School Environment in which They Occur

The majority of *traditional* offenders committed their acts at the high school level and in public schools.

Table 12.2. The School Environment in which They Occur

Level of School	High School
Public vs. Private School	Public
Was SRO Present at Incident?	No
Were Metal Detectors Present at Time of	No
Student Population	800+ students
Faculty Student Ratio	12 to 20 students per teacher
% of White Students	91 to 99%
% of Black Students	Only 2 to 10%
% of Hispanic Students	Only 0 to 1%
% of Other Students	Only 0 to 1%

Given this sample, there were no school resource officers or metal detectors at the vast majority of the schools involved. Their violence occurred at larger schools with student populations at 800 or above, but with *traditional* student to teacher ratios of 12 to 20 students per teacher. Interestingly, these events occurred at schools with predominately large percentages of white students and very few, if any, minorities.

The School Violence Event

Most of the offenders in this study will choose to commit their act of violence at the school where they know a specific target will be located.

Table 12.3. The School Violence Event

Why Was School Chosen?	Specific target(s) at school
Stated Reason for Incident	Yes
Length of Planning Period	24 hours or less
Was Event <i>gang-related</i>?	No
Informed Other of Intentions	May or may not have informed others
Did Shooter Have Co-Conspirators?	No
Did Perpetrator Have List of Targets?	May or may not have a list of targets
If List Existed, How Many on List?	1
Targets: Individual, Group, Multiple, or Random	Individual target
Location of Incident in School	Hallway
Length of Incident in Minutes	3 to 5 minutes
Number of Shots Fired	1 to 5
How Did Incident End?	May temporarily flee or surrender at scene

This will be confirmed in that the vast majority will ultimately offer to authorities why they did what they did. Most often this type of offender will plan their act for 24 hours or less. Reasons for their violence will not be *gang-related* and they may or may not inform others of their plans, even jokingly. They will always act alone and have no co-conspirators. Their act will generally begin in a school hallway lasting 3 to 5 minutes and, if a firearm is used, will fire between 1 to 5 shots. A few may temporarily flee to be arrested later that same day, but most will peacefully surrender at the scene after their act is completed.

Historical Examples of this type of School Violence Perpetrator					
May, 9, 1944, Tuesday	Madeline Kirkland, female, 11, African-American and Eileen Foster, female, 13, African- American	PS 119 in Harlem; New York	Letter- cutter	1 killed	One girl held down Margaret Patton's arms, while the other stabbed her repeatedly in the chest because Patton told a teacher the girls had stolen report cards and school materials.
July 22, 1950, Saturday	Patrick McCabe, 16, male	Public School 141	Gun (not specified)	1 killed	At a school dance, Patrick McCabe and Jack Harren were having an argument about Harren having his shirt collar popped up. Following the argument, McCabe shot Harren in the wrist and abdomen.
April 8,	Fred R McCall,	Rabun Gap	Pistol	2 killed	Fred R McCall,

1952, Tuesday	15, male	School; Clayton, Georgia			15, and Randolph Fugate, 15, had negatives of pictures of three girl students in bathing suits. Dean of boys, J. T. Stukes, attempted to make the boys turn in the negatives, and rather than doing so, McCall shot him twice. A student, Alvin Dowling, was also hit by a glancing shot.
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The Perpetrator

The next section examines in more detail this particular type of offender.

Who Is the Perpetrator?

The *traditional* offender will be a current student at the school where the violence occurs and will very often be as young as 14 or 15 years of age.

Table 12.4. Who Is the Perpetrator?

Relationship to School	Current student at school
Age of Perpetrator	14 to 15
Sex of Perpetrator	Male
Race of Perpetrator	White
Socioeconomic Status of Perpetrator	Lower
Grade at Time of Incident	9th Grade
Body Build of Perpetrator	Average to Slight
Birth Order of Perpetrator	Youngest
Number of Siblings Living with Perpetrator	1

They will be male, white, and coming from a lower socioeconomic level. They will be 9th graders, living with one other sibling, average to slight build and be the youngest child in their family.

Perpetrator's Traits and Issues

The typical *traditional* offender will have evidence of past mental health issues, but will not

be taking any prescribed medicines at the time of their violence.

Table 12.5. Perpetrator's Traits and Issues

Evidence of Prior Mental Health Issues	Yes
Taking Medications for Mental Health	Not at time of incident
Evidence of Physical Health Issues	No
Parental Situation at Time of Incident	Two married parents
Any Evidence of Family Dysfunction	Yes
Any Evidence of Physical Parental Abuse or Neglect	No
Any Evidence of Sexual Abuse	No
Marital Status of Perpetrator at Time of Incident	Single
Perpetrator Involved Regularly in Religious Activities	No
Evidence of School Disciplinary Problems	Yes
Any Evidence of Recent School Difficulties	Yes
Any Evidence. of Perpetrator Being Bullied	May or may not have been bullied
If Bullied, Why?	Multiple reasons
Any Evidence of Recent Broken Relationship	May or may not have a recent broken relationship
Perpetrator on Drugs/Alcohol at Arrest	No
Perpetrator Possessed Drugs at Arrest	No
Any Evidence of Past Drug or Alcohol Use	No
Any Evidence Perpetrator Regularly Watched Violent Movies	No
Any Evidence Perpetrator Read Books with Violent Themes	No
Any Evidence Perpetrator Played Violent Video Games	No
Any evidence Perpetrator Writing/Drawing Material with Violent Themes	No

They will probably have no diagnosed physical health issues and will have been living in the traditional two-parent home. There will more than likely be evidence of dysfunction at home, but no direct evidence of parental physical abuse or neglect. They will be single with little or no interest in religious activities. They will probably have problems at school including school disciplinary problems. They may or may not have been severely bullied in their lives and if so for many different reasons. The loss of an important relationship may or may not have recently occurred. Interestingly, there will be little or no evidence of current or past alcohol or other drug use and abuse. They will more than likely not be overly interested in violent music or media and will not offer any insight into their thoughts through writings or drawings.

Historical Examples of this type of School Violence Perpetrator					
April 17, 1956, Tuesday	Randolph Lawrence, 16, male, African American	Bronx Vocational High School; Bronx, New York	Knife	1 killed	Randolph Lawrence, 16, and Henry Smith, 18, had an argument about a basketball game at the recreation center. Smith attempted to start a physical fight with Lawrence multiple times after. When the fight took place, Lawrence stabbed Smith to death.
October 2, 1957, Wednesday	Joseph Young, 15, male	Metropolitan Vocational High School	.32 caliber revolver	1 injured	Joseph Young brought the .32 caliber revolver to school to show it off. When he took it from his pocket, the gun discharged, hitting classmate, Silas Brown, in the leg.
May 1, 1958, Thursday	Bruce Zator, 15, male, Caucasian	Massapequa High School; Massapequa, New York	.12 gauge, sawed-off shotgun	1 killed	Bruce Zator, 15, waited for Timothy Wall in the school washroom. When Wall walked into the washroom, Zator said, "This is for you, Timmy. You creep," before fatally shooting him. This incident followed three weeks of fist fighting and name calling.

Characteristics of Weapons Used and Injuries Incurred

As with all types of offenders, weapons will be readily available, most often found in their own homes, and stolen from parents.

Table 12.6. Characteristics of Weapons Used and Injuries Incurred

Were Weapons Readily Available to Shooter?	Yes
Where Was Gun/Weapon Obtained ¹	Stolen from parents
Number of Weapons	1
Rounds of Ammunition Available	1 to 10

Types of Weapons Used	.22 caliber pistol
Number of Potential Victims	900+
Killed or Injured Anyone outside School before or After School Incident	No
Number Killed	1
Number Injured	0

They will most often use one weapon, and if a firearm it will be a .22 caliber pistol with 1 to 10 rounds of ammunition in their possession. Again, these events most often happen at larger schools which inherently offer larger numbers of potential victims. They will generally not kill or injure anyone before their violence act on the K–12 campus, but will most often take at least one life during their attack.

Historical Examples of this type of School Violence Perpetrator					
April 27, 1966, Wednesday	James Arthur Frampton, 16, Male	Bay Shore Senior High School, Bay Shore, New York	Shotgun	1 killed	Teacher was shot and fatally wounded when he tried to stop Frampton, who was walking through the halls of Bay Shore Senior High School with a shotgun, searching for some boys with whom he had an argument earlier that day. Lane dies of his wounds on June 13, 1966
January 30, 1968, Tuesday	Blanche Ward, 16, Female	Miami Jackson High School, Miami, Florida	.22 caliber pistol	1 killed	16-year-old Blanche Ward shot and killed fellow student Linda Lipscomb, 16, with a .22 caliber pistol at Miami Jackson High School. According to Ward, she was threatened with a razor by Lipscomb during an argument over a fountain pen, and in the ensuing struggle the gun went off.
January 23, 1969, Thursday	Ronald Joyner, 18, Male	Cardozo Senior High School, Washington D.C.	Gun	1 killed	Assistant principal Herman Clifford, 45 was shot to death in a school's hallway by Ronald Joyner, 18, while scuffling with three youths who robbed the school's bank

Charges, Trials, Pleas, Convictions, and Sentences

In regards to ultimate criminal charges and trials, most will receive 1 to 5 criminal charges and have a jury trial.

Table 12.7. Charges, Trials, Pleas, Convictions, and Sentences

Number of Different Charges	1 to 5
Type of Trial	Jury Trial
Was There a Plea Bargain?	May or may not ultimately take a plea agreement
Not Guilty by Reason of Insanity as Defense at Trial or in Plea Agreement	No
Guilty but Mentally 111 as Defense at Trial or in Plea Agreement	No
Conviction Counts	1st Degree Murder
Number of Conviction Counts	Most often 1
Original Sentence Received	Term of years
Minimum Number of Years Sentenced	21 to 25
Maximum Number of Years Sentenced	21 to 35
Eligible for Parole	Yes

They may or may not accept a plea bargain, but will generally not use the “not guilty by reason of insanity” plea or, if available in their jurisdiction, the “guilty by reason of insanity” plea. Most often they will initially be charged with 1st degree murder and receive a term of years from a minimum of 21 years to a maximum of 35 years, but will most likely be eligible for parole at some point.

The Thoughts

The final section is an overview of this type of offender’s thoughts and feelings before, during, and after their act of school violence.

Before the Decision to Commit Violence

Before the *traditional* school violence perpetrator escalates to the planning stage, they will have many internal and external issues going on in their lives. They will be experiencing difficulty in handling conflicts with others and have little or no concern for others.

Table 12.8. Before the Decision to Commit Violence

View of Self	Issue with handling conflict
Lack of Self Confidence	Feels very little compassion or concern for others
Unsure of Role	Unsure of role with other students
Perceived as a Leader	Does not feel anyone sees them as a leader
Perceived Importance	Does not feel important to others
Feelings of Being Threatened	Feels threatened physically by others
Feelings of Being Ignored	Feels like they are ignored by everyone
Needs Ignored	Feels like their needs are ignored by everyone

Feelings of Being Ridiculed	Feels ridiculed for physical appearance
Feelings of Not Being Valued	Feels not valued by anyone
Issues in Suffering	Reports they are suffering from depression
Isolation	Feels isolated from everyone
Disrespect	Feels disrespected by everyone
Feeling Labeled	Reports being labeled in many ways by others
Feelings about Parents	Feels parents are not supported and neglects them
Bullying	Many report being bullied, but not being a bully themselves
Punished Unfairly	Feels punished unfairly by everyone
Physical Abuse	May have been abused by a family member
Sexual Abuse	Most are not sexually abused
Emotional Abuse	Most are not emotionally abused
Influences	Most not influenced by violent media
Under The Influence	Not under the influence at time of event
Dealing with Loss	May be dealing with recent loss of important relationship
Fighting	Fighting with people at home and at school
Seeking Revenge	Most seeking revenge for harm received by another student
Seeking Personal Respect	Seeking respect from other students
Gang Involvement	No gang involvement
Happiness Issues	Not happy with home or school life

Being unsure with other students will be a major internal conflict combined with not feeling as if anyone values them as a leader or role model. This is combined with intense feelings of being ignored by almost everyone in their lives, especially those of importance. This will result in deep feelings of depression and further isolation from others. Real or perceived disrespect from others will most often be combined with being labeled by others as being different. This neglect and abuse will be confounded by feelings of being neglected and not supported by parents at home.

This type of offender may or may not have been bullied, but will feel punished in many ways unfairly by others. Some are physically abused at home, but most are not sexually abused. Emotional abuse from all areas will definitely be a factor, but probably will not lead, most of the time, to excessive abuse of alcohol or other drugs. The vast majority will be involved in fights or conflict with people at school and home and will ultimately begin the planning phase in efforts to seek revenge for harm they have received or have seen received by close friends by others. A general sense of unhappiness and anger will be the underlying catalyst for their future behavior.

Historical Examples of this type of School Violence Perpetrator					
February 2, 1971, Tuesday	Kevin Simmons, 14, male	Philadelphia, Pennsylvania; Morris E. Leeds Junior High School	Gun; .45-caliber pistol	1 killed	Freedman had suspended Simmons earlier in the day for cursing in the hallway. Kevin was charged as an adult, but plea bargained his way to a lesser charge. He served nine

					years of a 20 year sentence.
January 24, 1972, Monday	16	Stow, Ohio	Gun	1 wounded	A 16-year-old student at Stow High School shot and wounded his chemistry teacher during an argument.
September 1976	James Cox, 14	Jacox Junior High School; Norfolk, Virginia	Knife (pocket knife)	1 killed	14-year-old James Cox ended the argument he was having with 15-year-old James Turner by plunging a pocket knife into his neck. James Turner died from the stab wound. James Cox was tried as a juvenile.

Planning the Violence

An extremely important phase of any violent act is when the potential offender is planning what they are about to do and considering possible ramifications.

Table 12.9. Planning the Violence

Concerned about during Planning Stage	Very few concerned about consequences for others
Thoughts about Plans	Getting revenge and act must be done
Second Thoughts about Plans	Feeling very nervous and afraid

For the *traditional* offender, very few are concerned at that point about the consequences for themselves or others. They will be certain that they must get revenge and that their planned act of violence must happen. As with most types of offenders, they will be feeling very nervous and afraid, but for a multitude of reasons.

Historical Examples of this type of School Violence Perpetrator					
October 2, 1981, Thursday		Greenville High School; Greenville, South Carolina	Unknown	Killed:1	18 year old Greenville High School student stabbed 30 year old social studies teacher Henry Chiariello to death.
January 20, 1983, Thursday	David F. Lawler, 14, Male	Parkway South Middle School; St. Louis County, Missouri	Two Pistols	Killed: 2 Wounded: 1	David F. Lawler entered into his study hall class at Parkway South Middle School and opened fire killing Randal Koger age 15 and injuring 15 year old Greg Saffo followed by

					committing suicide. All students being in the eighth grade.
January 21, 1985, Monday	James Kearbey, 14, Male	Goddard Middle School; Kansas	M1-A Semiautomatic rifle and .357 Caliber handgun	Killed:1 Injured: 3	After arming himself with a M1-A Semiautomatic and a .357 caliber handgun Kearbey shot and killed his principle and wounded three teachers.

During the Violence

Given the amount of depression in this type of offender, most will want to die before or during the event in their minds, although the violent act they are committing will give them a feeling of finally being powerful.

Table 12.10. During the Violence

Thoughts about Death	Wanting to die before or during event
Negative Feelings	Feeling powerful during event
Not in Control	Feeling not in control and an unreal experience
Worried about	A few are worried about their loved ones

At the same time, they will feel the act is an unreal experience and one of being almost totally out of control. During the violence some will be worried about the ultimate impact of the violence upon the loved ones in their lives.

Historical Examples of this type of School Violence Perpetrator					
March 25, 1993, Thursday	Lawanda Jackson, 19, Female	Sumner High School; St. Louis, Missouri	handgun	1 Killed (Tony Hall, Student, EX boyfriend)	Lawanda Jackson killed her ex-boyfriend with a pistol.
November 4, 1993, Thursday	Omar Jones, 19, Male	Terry Parker High School; Jacksonville, Floride	gun	1 killed (student)	Shooter tried to rob a younger victim but when unsuccessful, he shot him in the head with his pistol.
September 15, 1995, Wednesday	Daniel Watson	George Rogers Clark High School; Clark County, Kentucky	Guns	0 Wounded	Daniel Watson (Student) had been in a fight, returned home and brought two guns. He held one student hostage.

The Aftermath

Most *traditional* types of offender will reflect greatly on their past and what led them to where they find themselves, but they will still blame others for their acts.

Table 12.11. The Aftermath

Placing of Blame for Act	Blaming others for act
Feelings about Reality	Realizing reality of event and situation
Thoughts about Future	Worried about ever getting out of prison
Views of Self	Feeling numb
Negative Feelings about Act	Felt as if they needed to do what they did
Negative Feelings about Self	Worried about going to prison and wishing they had died during event

The reality of what they have done and the damage caused will begin to sink in and concerns over their future will as well. Most will offer that they are feeling simply numb, but had to do what they did. The issues of depression and wanting to die will continue deep into their years of incarceration.

Historical Examples of this type of School Violence Perpetrator					
October 11, 1996, Friday	Kembert Thomas, 15, Male	Sumner High School; St. Louis, Missouri	gun	1 Killed (Lamon Hones, Student)	During a fight the shooter opened fire and fatally wounded Lamon Hones.
January 27, 1997, Monday	Tronneal Mangum, 13, Male	Conniston Middle School; West Palm Beach, Florida	gun	1 killed (John Pierre Kamel, Student)	John was attempting to retrieve his stolen watch from Tronneal (student) when Tronneal opened fire killing John.
February 19, 1997, Wednesday	Evan Ramsey, 16, Male, Caucasian	Bethel Regional High School; Bethel, Alaska	12-guage shotgun	2 killed (1 principal, student), wounded (2 students)	Shooter (student) entered student commons area where he fatally shot a student and the wounded two more. Then he entered the school, and fatally shot the principal. After which he laid his gun down and surrendered.

ANALYSIS AND RECOMMENDATIONS

The *traditional* school violence perpetrators offer the most complete overview of the issues

facing young people in America. A great deal can be learned by simply reading the quotes used in this book. It is almost as if one's school can be bad or one's home can be bad and the young person can survive, but when both fail a child then violence can occur. It could be offered that the *traditional* students facing these issues today could be the *associated* and *non-associated* people in the future.

It appears that school officials need to be a little more vigilant on Mondays and Fridays during the typical school week. Mondays, in that they follow the weekend, may be the first time that students who had recent issues with each other get to meet again. There may have been significant events in a child's life over a typical weekend that they bring to the school on Monday morning. Fridays may be stressful days in that the student is stressed about what is coming at home or in their neighborhoods over the upcoming weekend.

Traditional offenders are significant internal threats to K–12 schools. Gang members may be able to be identified and external individuals can be monitored, but the *traditional* type of offender is one that is difficult to see coming since they usually fit in well. Moreover, they can strike at any time and may just fall into a situation and not have an actual plan at all.

High schools will experience more of these type offenders than anyone but they are appearing more and more in middle schools. Larger high schools will see the most and predominantly white student populations seem to be very vulnerable.

It is very apparent that conflict between students need to be monitored more closely. In almost all of the incidents examined, growing conflict between two students was the catalyst for the eventual violence. School officials need to get to know their students, albeit a very difficult thing in a very large high school. These offenders are going to have a target in mind, and need help in conflict resolution and counseling to minimize such violence.

It is also obvious that once a *traditional* student begins the actual planning of a violent act the game is lost. These students must be reached before the violence is planned. Much of this needs to occur in the younger ages of fourteen and fifteen and when they begin high school. Also, for this type of offender, officials cannot simply try to reach only lower socio-economic class students from broken homes. All need help and guidance. Many of the most well-known school shooters came from wealthy families.

This type of offender is one most likely to keep things to themselves until violence occurs. They cannot be readily identified nor do they act out too much until their violent act in many cases. This type of offender might not even be on anyone's radar in that they are probably not in trouble, not in counseling, and not in therapy. One day they will reach their final straw and commit their violent act. Sadly, if they decide to use a weapon it will probably be from their own home or the home of a friend.

These offenders demonstrate how children so often feel unimportant, ignored, and mistreated, whether they really are or not. There does not have to be significant physical and sexual abuse for these kids to act. Most frightening is that when they decide to act they will and will be totally certain that their planned act of violence must occur.

This type of offender is also one of the most dangerous in that many have a deep-seated desire to die during their act of violence. Responders may be forced into positions where they have to take the life of this type of offender because they are provoked and have no choice.

Historical Examples of this type of School Violence Perpetrator					
March 25, 2011, Friday	Michael Phelps, 15, Male, Caucasian	Martinsville West Middle School;	9mm handgun	1 wounded (15-year- old was shot	Phelps shot a fellow classmate outside

		Martinsville, Indiana		twice in the abdomen.	the cafeteria. The shooting was a result of a fight that occurred at a dance earlier in the week.
February 27, 2012, Monday	Thomas "TJ" Lane, 17, Male	Chardon High School; Cleveland, Ohio	Ruger MK III .22 caliber semi- automatic handgun and knife	3 killed, 3 others injured.	Fired 10 shots at a group of students in the cafeteria
November 29, 2012, Thursday	David Phan, 14, Male	Bennion Junior High School; Taylorsville, Utah	Unknown as to what type of gun	1 killed	Suspended from school earlier in the afternoon. Once arriving at home, grabbed a gun from the home, went back to the school with a group of students and shot himself; reason for suspension was not given

GANG-RELATED SCHOOL VIOLENCE PERPETRATORS

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

People in America are already in poverty stricken homes/communities especially the urban youth the same system that is supposed to be built to protect us are not making things better for us by overcharging prisoners for legal fees, court cost, and fines. Transcripts, Lawyer fees etc. How I have to pay for mines? I thought I was innocent until im proving GUILTY?!??. How can a person properly prepare a case if they don't have the transcript to prove the misconduct? The interrogation tactics detectives are using to get information is a crime in its self. THREATS of jail time, kids being put protective services away from the family and crucial beatings physically and mentally until the lies spill from the informant mouth so he can go home to whoever may love them if anybody. Only to never hear from the detective again unless it's another court hearing they need them to lie at. Until we demand change as a people this miscarriage of justice will continue and we all will be victims at some point or another. MY struggle continues as a black young man in AMERICA.

—BM/16/2004 (shot and killed another student in a group fight a few minutes after their high school graduation)

INTRODUCTION

Gang-related school violence perpetrators (24) are defined as those who were identified (self-identification and law enforcement identification) as involved in the gang lifestyle and committed their acts as part of such life-style on school grounds or at school functions. This chapter is a summary of the findings in regard to this type of offender. It is extremely interesting that this type of offender seems not to suffer from many of the issues that other types of school violence perpetrators do in regards to views of self and others. They appear often to be the type of offender who is most worried about the consequences of their actions upon loved ones.

Historical Examples of this type of School Violence Perpetrator					
June 26, 1946 Wednesday	Seven unidentified African- American males, ages 17–18	Public School 147 annex of the Brooklyn High School for Automotive Trades; Brooklyn, NY	Pistol	1 wounded	After Victor Simeone refused to give up his lunch money to a gang, he was shot in the chest with a pistol.
September 23, 1959 Wednesday	27 males, ages 16–26, members of gangs— Sinners & Valiant Crowns	Morris High School; Bronx, New York	Shotgun, shells, box of .22 caliber cartridges, 9 Molotov Cocktail bombs or gasoline bombs, 2 knives, a stack of bricks, and a double barreled-swivel action zip gun	0 in the rebellion, 1 killed in the original act being avenged	Two gangs prepared to fight as a result of a gunned down gang member, John Guzman, 16. He was killed in front of Morris High School; police accused Edward Peres of the crime. Police caught wind of the rebellion and stopped it before anyone was hurt, taking 27 boys into custody and a slew of weapons.

FINDINGS

The following is an overview of the findings of this research as it relates to the *gang-related* school violence perpetrators and incidents of violence. The findings are in order as presented in the earlier parts of the book in parts one and two.

The School

The first part of the overview deals with the factors involved in this type of school violence as it relates to this type of perpetrator.

Historical Examples of this type of School Violence Perpetrator					
August 27, 1990, Monday	5 UO	Dallas, Texas (W.H. Adamson HS)	(gun)	0 killed or harmed	Shooter (gang member) opened fire on another student trying to leave the school. All shots missed but the gang was picked up 10 miles away at another high school.
October 2, 1990, Tuesday	2 UO, Female	Dallas Texas (W.H. Adamson HS)	(gun)	1 wounded (student)	Shooters (?) performed a drive-by in a school parking lot after school wounding 1 student.

Location and Time of Events of School Violence Incident

Most *gang-related* offenders in this study committed their acts in the Midwest: East North Central Region (i.e., Indiana, Illinois, Michigan, Ohio, and Wisconsin).

Table 13.1. Location and Time of Events of School Violence Incident

Incidents by U.S. Census Bureau Regions	Midwest: East North Central Region (i.e., Indiana, Illinois, Michigan, Ohio, and Wisconsin)
Type of Developed Environment	Urban
Month of Incident	January, October, and November
Day of Week	Monday
Time of School Day	Immediately following school day

Almost all violence was committed in high schools in urban areas of these states. The months of January, October, and November experienced the greatest number of these types of violent acts and they almost all occurred on Mondays. The vast majority of this type of school violence happened immediately following the school day. This was mostly due to the fact that targeted rival gang members were assaulted on school grounds as they left school for the day.

The School Environment in which They Occur

Most *gang-related* school violence will occur in public high schools and, given this timeline and sample of incidents, will have no school resources officers or metal detectors in the school.

Table 13.2. The School Environment in Which They Occur

Level of School	High School
Public vs. Private School	Public
Was SRO Present At Incident?	No
Were Metal Detectors Present At Time of Incident?	No
Student Population	1301+ students
Faculty Student Ratio	12 to 20 students per teacher
% of White Students	2 to 10%
% of Black Students	91 to 99%
% of Hispanic Students	0 to 1%
% of Other Students	0 to 1%

This violence will most often occur at very large schools with very large numbers of potential victims, but may still have the traditional 12 to 20 students per teacher in the classrooms. In total opposite of the *traditional* offender, these offenses will most often occur at schools where the white populations of students is less than 10% and where minority populations are 91 to 99% in the student body.

Historical Examples of this type of School Violence Perpetrator					
January 17, 1991, Thursday	UOs	Dallas, Texas (Hood MS)	(guns)	1 wounded	About 20 to 30 rivaling students gathered near the bus stop exchanged heated words. Several students drew guns and at least one, maybe two, even, fired them at each other. Police say only one shot was fired. A female student was struck in her upper right thigh.
May 16, 1991, Thursday	3 UOs, Male, Ages: 15,15,13	Kansas City, Kansas (Coronado MS)	.22 caliber pistol (handgun)	2 wounded (students)	Shooter (student) shot a young girl through the chest, while the bullet passed through her and into the hand of another student. The shot took place in the cafeteria as a part of gang-initiation.

The School Violence Event

As with many other types of offenders, this offender will have a specific target in mind and will ultimately inform others of why they committed their act.

Table 13.3. The School Violence Event

Why Was School Chosen?	Specific target(s) at school
Stated Reason for Incident	Yes
Length of Planning Period	24 hours or less
Was Event gang-related?	Yes
Informed Other of Intentions	May or may not inform others of plans
Did Shooter Have Co-Conspirators?	No
Did Perpetrator Have List Of Targets?	May or may not have list of targets
If List Existed, How Many On List?	1
Targets: Individual, Group, Multiple, or Random	Individual target
Location of Incident in School	Inside school grounds
Length of Incident in Minutes	1 to 3 minutes
Number of Shots Fired	1 to 5

How Did Incident End?	Flee scene and arrested later
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They will often plan no more than 24 hours and their primary motivation will be some aspect of the gang lifestyle. Most of their violence will occur some place inside the school grounds, most often in the school parking lot. Their attack will last less than 3 minutes and involve 1 to 5 shots fired. Almost all will flee the scene to be arrested at a later time. This is the one type of offender who often goes unidentified or arrested until sometime after the violent event.

Historical Examples of this type of School Violence Perpetrator					
May 21, 1991, Tuesday	Salvador Funes, Male, 20	Sherman Oaks, California (Robert A. Millikan HS)	(handgun)	1 killed (student)	Shooter (gang member) drove up to the school in a pickup truck while motion for the victim to come over. gang signs were flashed and then the shooter in the truck shot the student in the chest. He died on the way to the hospital.
July 22, 1991, Monday	UO, Male	Los Angeles, California (Westchester HS)	.22 caliber pistol (handgun)	1 wounded (student)	Shooter (gang member) pulled up in front of school and talked to a student on the sidewalk. They briefly spoke before the shooter shot the student in the stomach.

The Perpetrator

The next section examines in more detail this particular type of offender.

Who is the Perpetrator?

Most *gang-related* offenders will be current students at the school where the violence occurs, but will generally be older.

Table 13.4. Who is the Perpetrator?

Relationship to School	Current student at school
Age of Perpetrator	19
Sex of Perpetrator	Male
Race of Perpetrator	Black
Socioeconomic Status of Perpetrator	Lower

Grade at Time of Incident	11 th grade
Body Build of Perpetrator	Average
Birth Order of Perpetrator	Youngest
Number of Siblings Living With Perpetrator	0

They are most often black males from lower socioeconomic backgrounds. Most will be of average build and in the 11th grade. They will most often be the youngest child in their family and will have no other siblings at home but may have over 5 if they do.

Historical Examples of this type of School Violence Perpetrator					
July 30, 1991, Tuesday	2 UO	Compton, California (Enterprise MS)	(handgun)	1 wounded (student)	Shooter (gang member) arrived at the school and challenged the victim and his friend to a fight. The boys ran away, but one of the gang members shot one of the boys in the leg.
November 25, 1991, Monday	Jason Bentley, 14, Male	New York City, New York (Thomas Jefferson HS)	9mm pistol (handgun)	1 killed (student) 1 wounded (teacher)	Shooter (student) was defending his older brother during a fight. The other fighter backed off, but the shooter still fired three shots hitting a teacher, and killing another student.

Perpetrator's Traits and Issues

Possibly undiagnosed, this type of offender will have no evidence of prior mental health issues and will not be taking any prescribed medicine at the time of their violence.

Table 13.5. Perpetrator's Traits and Issues

Evidence of Prior Mental Health Issues	No
Taking Medications for Mental Health	Not at time of incident
Evidence of Physical Health Issues	No
Parental Situation at Time of Incident	Single mother
Any Evidence of Family Dysfunction?	May or may not have family dysfunction
Any Evidence of Physical Parental Abuse or Neglect?	No
Any Evidence of Sexual Abuse?	No
Marital Status of Perpetrator at Time of Incident	Single
Perpetrator Involved Regularly In	No

Religious Activities?	
Evidence of School Disciplinary Problems	May or may not have had school disciplinary problems
Any Evidence of Recent School Difficulties?	May or may not have recent school difficulties
Any Evidence of Perpetrator Being Bullied?	No
If Bullied, Why?	Intelligence and socioeconomic status
Any Evidence of Recent Broken Relationship?	No
Perpetrator on Drugs/Alcohol at Arrest?	No
Perpetrator Possessed Drugs at Arrest?	No
Any Evidence of Past Drug or Alcohol Use?	May or may not have had prior drug and alcohol use
Any Evidence Perpetrator Regularly Watched Violent Movies?	No
Any Evidence Perpetrator Read Books With Violent?	No
Any Evidence Perpetrator Played Violent Video?	No
Any Evidence Perpetrator Writing/Drawing Material with Violent Themes?	No

They will be living with a single mother and may or may not have any signs of significant family dysfunction. There will generally be no signs of parental abuse in the home. Generally they will not be involved in religious activities and may or may not have any recent school difficulties or student disciplinary issues. The vast majority will not be bullied, but for those who are, their intelligence or socioeconomic status is the reason.

Most will have no significant alcohol or other drug abuse problems at the time of their crime, but may have in the past. Most will not have a significant unhealthy interest in violent music or other types of media and will almost never express their thoughts in the form of violent writings or drawings.

Historical Examples of this type of School Violence Perpetrator					
August 5, 1992, Wednesday	Oscar Lopez, 28, Male	Woodland Hills, California (William Howard Taft HS)	(sharp object)	1 killed (student)	Offender (local gang member) mistakenly took a youth sitting along the street, who was waiting for the school bus after football practice, as a rival gang member and stabbed him to death.
September 28, 1992,	Tuan Do, 18, Male;	Sacramento,	(gun)	2 wounded	Offenders wa ked

Monday	Binh Tran, 19, Male; Duy Nguyen, 20, Male (all Vietnamese)	California (Hiram Johnson HS)		(students)	onto campus and assaulted a Latino student who tried to fight back but was shot in the chest. As the offenders were walking out they saw another Latino student standing outside and shot him.
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Characteristics of Weapons Used and Injuries Incurred

As with all types of offenders they will have ease in locating a weapon to use, most often obtaining one from a friend or associate.

Table 13.6. Characteristics of Weapons Used and Injuries Incurred

Were Weapons Readily Available To Shooter?	Yes
Where Was Gun/Weapon Obtained?	From friend
Number of Weapons	1
Rounds of Ammunition Available	1 to 10
Types of Weapons Used	9mm pistol
Number of Potential Victims	2 to 10
Killed or Injured Anyone outside School before or After School Incident	No
Number Killed	0
Number Injured	1

They will generally have one weapon, very often a 9 mm pistol with 2 to 10 rounds available. They will not have killed or injured anyone immediately prior to their act, and will most often not kill an individual at the school but will injure at least one bystander.

Charges, Trials, Pleas, Convictions, and Sentences

This type of offender will most often receive 1 to 5 different charges and will seek a jury trial.

Table 13.7. Charges, Trials, Pleas, Convictions, and Sentences

Number of Different Charges	1 to 5
Type of Trial	Jury Trial
Was There A Plea Bargain?	No
Not Guilty By Reason Of Insanity as Defense at Trial or In Plea Agreement	No
Guilty but Mentally ill As Defense at Trial or In Plea Agreement	No
Conviction Counts	1 st Degree Murder, Weapons Charges, and Other Charges
Number of Conviction Counts	2 to 4 difference charges
Original Sentence Received	Terms of years
Minimum Number of Years Sentenced	16 to 20
Maximum Number of Years Sentenced	41 to 75
Eligible for Parole	Yes

They will most often not accept a plea bargain and will not use any type of mental health defense. They will most often receive multiple criminal charges for this act and will most likely be eligible for parole at a later time. They will generally receive a minimum of 16 years, but up to 75 years.

The Thoughts

The final section is an overview of this type of offender's thoughts and feelings before, during, and after their act of school violence.

Before the Decision to Commit Violence

Prior to planning their acts of violence, most *gang-related* school violence perpetrators will have issues with authority, they will become frustrated easily, and they will be very impulsive. They will have a lack of self confidence in dealing with other students and in their school performance.

Historical Examples of this type of School Violence Perpetrator					
September 30, 1992, Wednesday	Juan Diaz, 15, Male	Houston, Texas (Hollibrook ES)	(shotgun)	1 killed (student) 1 wounded (student)	Shooter (rival gang member) shot 2 other students on the playground as the rival gangs were settling their differences.
October 12, 1992, Monday	Antonio Redondo, 20, Male	Tucson, Arizona (Desert View HS)	.22 caliber pistol (handgun)	1 killed (student)	Shooter (student) gunned down a fellow student during a gang related fight at school.

Table 13.8. Before the Decision to Commit Violence

View of Self	Anti-authority, frustrated easily, and impulsive
Lack of Self Confidence	With other students and school performance
Unsure Of Role	Unsure of role with friends
Perceived As a Leader	Feels they are seen as a leader
Perceived Importance	Feels they are important to others
Feelings of Being Threatened	Feels threatened physically by others
Feelings of Being Ignored	Does not feel ignored
Needs Ignored	Feels ignored by family
Feelings of Being Ridiculed	Feels Ridiculed for family status
Feelings of Not Being Valued	Feels not valued by teachers
Issues in Suffering	Depression, being alone, and low self-esteem
Isolation	Feels Isolated from family
Disrespect	Feels Disrespected by other students
Feeling Labeled	Labeled as an outsider by many
Feelings about Parents	Unsupported by parents
Bullying	Not a bully
Punished Unfairly	Feels Punished by parents and teachers
Physical Abuse	By a family member
Sexual Abuse	By a stranger
Emotional Abuse	Report from a family member
Influences	Influenced by media
Under The Influence	Marijuana
Dealing with Loss	Loss of a family member
Fighting	Fighting with other students
Seeking Revenge	Seeking revenge for harm to friend
Seeking Personal Respect	Seeking respect from friends
gang Involvement	Very heavy gang involvement at all levels
Happiness Issues	Hating home life, other students, and everyone

They will be unsure of their role with friends, but will feel as if they are seen as leaders and role models by others. This type of offender will most often not feel ignored by others, but if they do it will be by their family members. They may also feel isolated from others and disrespected by labels such as being troublemakers. Most will not be bullied nor be bullies, but will feel as if they are very often punished unfairly by others. There may be various types of physical abuse and emotional abuse from family members. If sexually abused, it will often be by a stranger who had access to them as a child.

Often they will be dealing with the loss of a family member at the time of their violence. Their motivations for their violence will most often be to gain revenge for a friend who was harmed or to seek respect from friends or associates. Obviously they will have heavy involvement in the gang lifestyle combined with deep-seeded feelings of hatred for their home life and others in their life.

Historical Examples of this type of School Violence Perpetrator						
December 3, 1992, Thursday	Ray George, 23, Male	Chicago, Illinois (Woodson HS)	.357 magnum (handgun)	1 killed (student) 1 wounded (student)	Shooter (?) entered school alongside another shooter and went straight for their victim. They shot him and wounded another student before they left the building being chased by police.	
March 10, 2000, Friday	Darrell Ingram, 19, male, African American	Savannah, Georgia; Beach High School	Gun (Not specified)	2 killed	Two students killed by Darrell Ingram, 19, while leaving a dance sponsored by Beach High School.	

Planning the Violence

Unlike the other types of offenders, *gang-related* will have the greatest concern and worry about their loved ones as they plan a violent event.

Table 13.9. Planning the Violence

Concerned about during planning stage	Worried about loved ones
Thoughts about Plans	Getting revenge
Second Thoughts about Plans	Feeling nervous about plans

Their primary motivation at this point will be to get revenge upon another, but they will still be very nervous about their pending act.

Historical Examples of this type of School Violence Perpetrator					
April 14, 2003, Monday	Steven Williams and James Tate, both males	New Orleans, Louisiana; John	AK-47 and semi-automatic pistol	1 killed and 3 injured	Jonathan Williams was shot at least 20 times by these two men. It was gang related.

		McDonogh High School			
January 3, 2007, Wednesday	Douglas Chanthabouly, 18, male, Mexican American	Tacoma, Washington; Henry Foss High School	Gun (Not specified)	1 killed	Douglas shot and killed Samnang Kok, 17, in the school hallway.

During the Violence

This type of offender will not want to die during their violent event, but will be concerned over the potential they do have in dying.

Table 13.10. During the Violence

Thoughts about Death	Had fear of own death
Negative Feelings	Feeling powerful
Not In Control	Feeling panic
Worried About	Worried about loved ones

They will have mixed feelings of being powerful and panic at the same time during the event. This type of offender will most often be worried about future ramifications for loved ones as they commit their act.

The Aftermath

After the incident, most *gang-related* school violence perpetrators will still blame the victim for their actions.

Table 13.11. The Aftermath

Placing of Blame for Act	Blames victim for act
Feelings about Reality	Realizing the reality of their situation
Thoughts about Future	Worried about ever getting out of prison
Views of Self	Feels it was all a dream
Negative Feelings about Act	Worried that he missed an intended victim
Negative Feelings about Self	Worrying about being sent to prison

They will begin to realize the reality of what they did and their situation and begin worrying about if they will ever be released from prison.

ANALYSIS AND RECOMMENDATIONS

There are some very interesting things to consider when examining the *gang-related* school violence perpetrator. While no one would ever encourage an individual to join a gang, it does appear that these individuals, besides the criminal aspect of their lifestyle, are well-

adjusted individuals. They were found to be the most to be worried about their loved ones and unintended victims in this entire sample. They seem to have a type of social support and brotherhood that none of the other types of offenders have in their lives.

This type of offender, just like most of the other types of school violence perpetrators, will believe that their act of violence must occur, but it is most often seen as just a simple by-product of the lives they lead. They will not want to die and will target one individual to attack. They will injure the fewest bystanders in most cases because they have one target in mind. They also do not take hostages, and they leave the scene, thus removing the threat, as quickly as possible.

As with almost all types of offenders examined they will feel very powerful during their act of violence and will almost always blame their victim for the assault. As expected they will attack larger high schools with very high percentages of minority students. These schools will almost always be in urban areas.

For the *gang-related* offender, the school can offer more than just the location of a rival or an identified target. A very high percentage of these types of events involved gang members coming onto K–12 school campuses seeking victims for robberies. Students just getting dropped off at school or waiting to be picked up after school made up a significant portion of this type of offenders victims.

For schools, *gang-related* violence is an extremely difficult problem to deal with. This type of threat is internal and external. Periods before school, lunch, and after school are times when school officials must be vigilant in monitoring the school campus. This is when outside gang members often target their rivals and invade a school property.

Historical Examples of this type of School Violence Perpetrator					
September 16, 2009, Wednesday	Yousuf Aziz, 19, male	Antioch, Cali; Deer Valley High School	Gun (Not specified)	1 wounded	The victim and suspect exchanged words and then a gun went off. It was believed to be gangrelated.

ASSOCIATED SCHOOL VIOLENCE PERPETRATORS

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

Well, violence is not just something to be ignored causes we're scared cause if we say something to try to end it they might come after us just by getting involved, I also think that the perpetrator doesn't want to be known as not being cool or accepted on school grounds for whatever reason. If the perpetrator has been picked on or bullied around and made to look foolish around his or her peers that's what triggers the perpetrator off as well; most of the time it's a confirmation at school about an girlfriend the guy has or wants. They the guy tried to make him as small in front of everyone else in school as possible; students want their reputation as they say on the up and up.

—BF/16/1991 (stabbed a female rival in the back with a 6 1/2-inch kitchen knife she obtained in the school's kitchen in fighting over the same boyfriend)

INTRODUCTION

Americans must realize that K–12 school violence cannot be dealt with by simply removing the troublesome students. The expelling, suspending, or placing of a juvenile in an alternative school setting may only increase their anger against their former school and teachers. There is a growing trend of students who have failed or continued to have negative issues in their lives returning to their former school and committing acts of violence.

Associated school violence perpetrators were identified as offenders who were generally older and targeted a school where they have past or current involvement. These are most often former students who return to their previous school to commit a violent act. For most of these types of school violence perpetrators, the K–12 school was the place where they experienced their first failures, abuse, and mistreatment.

Historical Examples of this type of School Violence Perpetrator					
June 12, 1887, Thursday	Will Guess, male, Caucasian	Cleveland, Tennessee	Rifle	1 killed	Guess shot Irene Fann because she whipped his little sister the previous day for disobeying school rules.
May 17, 1889, Friday	Oswald C. Allen, male, Caucasian	Washington, D.C.	Gun (not specified)	2 killed (one being the attacker)	Allen shot his wife, Sarah Allen, in front of her third-grade class because she was leaving him. Allen then shot himself.

FINDINGS

The following is an overview of the findings of this research as it relates to the *associated* school violence perpetrators and incidents of violence. The findings are in order as presented in the earlier parts of the book in parts one and two.

The School

The first part of the overview deals with the factors involved in this type of school violence as it relates to this type of perpetrator.

Location and Time of Events of School Violence Incident

Most of the *associated* type offenders will commit their acts in the Northeast: Mid-Atlantic Region (i.e., New Jersey, New York, and Pennsylvania).

Table 14.1. Location and Time of Events of School Violence Incident

Incidents by U.S. Census Bureau Regions	Northeast: Mid-Atlantic Region (<i>i.e.</i> , New Jersey, New York, and Pennsylvania)
Type of Developed Environment	Suburban
Month of Incident	February and August
Day of Week	Wednesday, Thursday, and Friday
Time of School Day	Between 7:00 and 12:00pm

Their attacks will often occur in suburban areas of these states and occur in either February or August. Their acts will most often occur later in the school week (i.e., Wednesday through Friday), but will almost always happen as the school day begins to lunch time.

Most of this type of violence will occur in public high schools, but can occur even at the elementary level. There will most often be no school resource officer or metal detectors at the school. This type of offender is more likely to commit their acts at relatively smaller schools (300 to 500 students). The schools will have the traditional number of 12 to 20 students per teacher, but with student populations which are 91 to 99% white. There will be very few minority students attending these schools.

Historical Examples of this type of School Violence Perpetrator					
December 16, 1904, Friday	J. E. Woodward, male	Magee, Mississippi	Pistol	1 killed	E. E. Mangum remonstrated with Woodward because he had severely whipped his son. He lost his temper and shot through Woodward's wrist, and Woodward was then handed a pistol by a bystander and killed Mangum.
February 9, 1905, Thursday	Elmer Hildreth, 17, male	Colusa, California	Gun	1 killed	After being suspended from school, Hildreth got into a heated confrontation with William Ingram who grabbed an ax and went after him. Hildreth ordered him to stop, but he kept coming, so he killed him.

The School Environment in which They Occur

Table 14.2. The School Environment in which They Occur

Level of School	High School and Elementary
Public vs. Private School	Public
Was SRO Present at Incident?	No
Were Metal Detectors Present at Time of Incident?	No
Student Population	300 to 500 students
Faculty Student Ratio	12 to 20 students per teacher
% of White Students	91 to 99%
% of Black Students	2 to 10%
% of Hispanic Students	0 to 1%
% of Other Students	0 to 1%

The School Violence Event

For *associated* type perpetrators, they will have specific targets at the school where they commit their act and will ultimately offer explanations for why they committed their act.

Table 14.3. The School Violence Event

Why was School Chosen?	Specific target(s) at school
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Stated Reason for Incident	Yes
Length of Planning Period	1 week
Was Event gang-related?	No
Informed Other of Intentions	May or may not tell others of plan
Did Shooter Have Co-Conspirators?	No did
Perpetrator Have List Of Targets?	Yes
If List Existed, How Many On List?	1
Targets: Individual, Group, Multiple, Random, or Individual target	Individual target
Location of Incident in School	Hallway
Length of Incident in Minutes	3 to 5 minutes
Number of Shots Fired	1 to 5
How Did Incident End?	Apprehended by police after struggle

This type of offender is the first to put more planning into their acts, often doing so for a week in advance. Their motivation will have nothing to do with the gang lifestyle and they will have a list of targets even if it is only one person. They will most often begin their act of violence in a school hallway but may do so in the school gym. Most of this is due to these being locations where their targets were found.

Historical Examples of this type of School Violence Perpetrator					
March 23, 1907, Saturday	George Nicholson, male	Carmi, Illinois	Revolver	1 killed	Nicholson killed John Kurd during a school rehearsal after Kurd made a disparaging remark about Nicholson's daughter.
February 2, 1934, Friday	Herman Seick, 28 male, Caucasian	Monroe School No. 2; Harlan, Iowa	Shotgun	2 killed (including the attacker)	Seick shot Margaret Graves in her classroom, in front of twenty students before shooting himself. Ms. Graves was his former suitor.

The Perpetrator

The next section examines in more detail this particular type of offender.

Who Is the Perpetrator?

This type of school violence perpetrator, by definition, will be an outsider with some type of former connection to the school.

Table 14.4. Who Is the Perpetrator?

Relationship to School	Outsider with connection to school
Age of Perpetrator	19 to 27

Sex of Perpetrator	Male
Race of Perpetrator	White
Socioeconomic Status of Perpetrator	Lower and Middle
Grade at Time of Incident	Some had and some had not graduated, none in school
Body Build of Perpetrator	Average
Birth Order of Perpetrator	Youngest
Number of Siblings Living With Perpetrator	0

They will be older than the other offenders with ages ranging from 19 to 27 years of age. They will most often be white males coming from lower- to middle-class socioeconomic circumstances. They will have had some schooling, but may not have actually graduated from high school. They will most often be the youngest in their family, but not living with any family members at the time of their violence.

Historical Examples of this type of School Violence Perpetrator					
May 7, 1935, Tuesday	Dr. Paul Kyle, 78, male, Caucasian	Kyle School for Boys; Irvington, New York	Shotgun	1 killed	Dr. Paul Kyle, the head of the school, committed suicide because a former pupil's mother didn't reciprocate his feelings for her.
May 6, 1940, Monday	Verlin Spencer, 38, male, Caucasian	South Pasadena Junior High School; South Pasadena, California	Pistol including 50 rounds of ammunition	5 killed, 2 wounded, and shooter wounded	Verlin Spencer, the principal of a Californian junior high school, was informed that he would not be rehired the following year. As a result, Spencer went to the administrative offices and shot five administrators and wounded two others.

Perpetrator's Traits and Issues

The vast majority of this type of offender will have evidence of past and current mental health issues and will be currently taking prescribed medicine for their issues.

Table 14.5. Perpetrator's Traits and Issues

Evidence of Prior Mental Health Issues	Yes
Taking Medications for Mental Health	Yes
Evidence of Physical Health Issues	No
Parental Situation at Time of Incident	Not living with parent
Any Evidence of Family Dysfunction	Yes
Any Evidence of Physical Parental Abuse or Neglect	Yes
Any Evidence of Sexual Abuse	No
Marital Status of Perpetrator at Time of Incident	Single
Perpetrator Involved Regularly in Religious Activities	No
Evidence of School Disciplinary Problems	Not in school
Any Evidence of Recent School Difficulties	Not in school
Any Evidence of Perpetrator Being Bullied	No
If Bullied, Why?	Intelligence
Any Evidence of Recent Broken Relationship	May or may not have a recent broken relationship
Perpetrator on Drugs/Alcohol at Arrest	No
Perpetrator Possessed Drugs at Arrest	No
Any Evidence of Past Drug or Alcohol Use	No
Any Evidence Perpetrator Regularly Watched Violent Movies	No
Any Evidence Perpetrator Read Books with Violent Themes	No
Any Evidence Perpetrator Played Violent Video Games	No
Any Evidence Perpetrator Writing/Drawing Material with Violent Themes	No

They will generally not have any other significant physical problems and believing alone and unmarried. They most often will have a history of being physically and emotionally abused by their parents. These offenders will have the traditional current problems at school in that they will not be currently enrolled. They may or may not have had a recent breakup of an important relationship and will not have any evidence of unhealthy interest in violent music or media. Opportunities for insight into their thoughts will generally not be available in their writings or drawings around the time of the incident.

Historical Examples of this type of School Violence Perpetrator						
July 4, 1940,	Joseph Moshell, 47, male,	St. Mary's- In-The-Field High	Pistol	1 killed, shooter wounded	Because Joseph Moshell's fifteen-	

Thursday	Caucasian	School (House of Mercy); Valhalla, NY			year- old daughter Me ba refused to come home from her Episcopal school, he shot her in the presence of a nun.
September 12, 1940, Thursday	William Kuhns, 35, male, Caucasian	Temporary school; Uniontown, PA	Revolver	1 killed, shooter wounded	After Carolyn Dellamea told William Kuhns that she had to end their relationship because he was married, he came into her elementary school classroom and shot her. He also tried to commit suicide but was unsuccessful.

Characteristics of Weapons Used and Injuries

This type of offender is the first group of offenders to use varying types of weapons from handguns to baseball bats.

Table 14.6. Characteristics of Weapons Used and Injuries Incurred

Were Weapons Readily Available to Shooter?	Yes
Where Was Gun/Weapon Obtained?	Stolen, gifts, legally owned
Number of Weapons	1
Rounds of Ammunition Available	1 to 10
Types of Weapons Used	.22 caliber pistol, .45 caliber pistol, AK-47, 12-gauge shotgun, .44 caliber rifle, machete, and baseball bat
Number of Potential Victims	41 to 50
Killed or Injured Anyone outside School before or After School Incident	No
Number Killed	0
Number Injured	1

The *associated* school violence perpetrator's weapons are easily found and are very often legally owned and given as gifts by others. Interestingly, they seem to be much more prevalent in smaller student bodies with lower amounts of potential victims. They will have not injured anyone prior to their act of school violence but will injure at least one during the event.

Historical Examples of this type of School Violence Perpetrator					
January 17, 1974, Thursday	Steven Guy, 14 male	Chicago, Illinois; Clara W. Barton Elementary School	Gun; revolver and a pistol	One killed 3 wounded	Principal Rudolph Jezek, Jr., 52, was shot to death in his office a former student said to be angry at being transferred from the school to a social adjustment center
October 30, 1990, Tuesday	Manuela Reyes, 32, Female, Hispanic	Garland, Texas (Naaman Forest HS)	.25 caliber semiautomatic pistol (handgun)	1 wounded (assistant principal)	Shooter (mother of student) came to school to complain about how her child had been treated. She got angry, pulled a gun on the AP, and shot a bullet. The bullet missed, so she fired another which hit him in the leg. A football coach intervened a retrieved the weapon.

Charges, Trials, Pleas, Convictions, and Sentences

As with the other offenders, they will generally receive 1 to 5 initial charges and seek a jury trial.

Table 14.7. Charges, Trials, Pleas, Convictions, and Sentences

Number of Different Charges	1 to 5
Type of Trial	Jury Trial
Was There a Plea Bargain?	No
Not Guilty by Reason of Insanity as Defense at Trial or in Plea Agreement	Yes
Guilty but Mentally ill as Defense at Trial or in Plea Agreement	No
Conviction Counts	1st degree murder
Number of Conviction Counts	1
Original Sentence Received	Terms of years and life without parole
Minimum Number of Years Sentenced	16 to 20
Maximum Number of Years Sentenced	Life
Eligible for Parole	May or may not be eligible

Very often this type of offender will offer the “not guilty by reason of insanity plea” to charges of 1st degree murder if such are brought against them. These individuals will generally receive a term of years in their sentencing with a minimum of 16 years up to life without parole. This group is one of two to have the greatest percentage of offenders who are

not eligible for parole.

Historical Examples of this type of School Violence Perpetrator					
January 17, 1974, Thursday	Steven Guy, 14 male	Chicago, Illinois; Clara W. Barton Elementary School	Gun; revolver and a pistol	One killed 3 wounded	Principal Rudolph Jezek, Jr., 52, was shot to death in his office a former student said to be angry at being transferred from the school to a social adjustment center
October 30, 1990, Tuesday	Manuela Reyes, 32, Female, Hispanic	Garland, Texas (Naaman Forest HS)	.25 caliber semiautomatic pistol (handgun)	1 wounded (assistant principal)	Shooter (mother of student) came to school to complain about how her child had been treated. She got angry, pulled a gun on the AP, and shot a bullet. The bullet missed, so she fired another which hit him in the leg. A football coach intervened a retrieved the weapon.
October 23, 1991, Wednesday	Drumestic Brown, 18, Male	Dallas, Texas (A. Maceo Smith HS)	(handgun)	1 killed (student)	Shooter (HS drop-out) went to the school to defend his brother who had been bullied. When they finally ran out of the school the shooter fired a shot back at the front doors fatally hitting a student. The boy turned himself in the next day.
September 18, 1992, Friday	Calvin Bell, 44/45, Male	Houston, Texas (Piney Point ES)	9 millimeter pistol (handgun) .22 caliber semiautomatic pistol (handgun) Hunting knife (knife)	2 wounded (2 police officers)	Shooter (father of student) was angry over his child's report card and shot 14 rounds inside the school. He then surrendered to police.

The Thoughts

The final section is an overview of this type of offender's thoughts and feelings before, during,

and after their act of school violence.

Before the Decision to Commit Violence

Before the *associated* type of offender decides to begin planning an act of school violence, they will very often have little or no concern for others and be lacking most in self-confidence in their romantic relationships.

Table 14.8. Before the Decision to Commit Violence

View of Self	Little concern or compassion for others
Lack of Self Confidence	Romantic relationships
Unsure of Role	Unsure of role with peer ground
Perceived as Leader	Does not feel anyone sees them as a leader
Perceived Importance	Does not feel important to others
Feelings of Being Threatened	Feels reputation is threatened
Feelings of Being Ignored	Feels ignored by family
Needs Ignored	Feels ignored by friends
Feelings of Being Ridiculed	Feels ridiculed For physical appearance
Feelings of Not Being Valued	Feels not valued by family
Issues in Suffering	Depression and suicidal thoughts
Isolation	Feels isolated from friends and family
Disrespect	Feels disrespected by students
Feeling Labeled	Labeled as geek/weirdo by many
Feelings about Parents	Unsupported and dominated by parents
Bullying	Not bullied
Punished Unfairly	Feels punished by parents
Physical Abuse	Family member
Sexual Abuse	Family and stranger
Emotional Abuse	By a family member
Influences	Not influenced
Under The Influence	Another person's prescription medication
Dealing with Loss	Loss of special relationship and family member
Fighting	Other students in past
Seeking Revenge	Revenge for family
Seeking Personal Respect	Seeking respect from friends and family
gang Involvement	none

They will be unsure of their role with their peers and feel unimportant to and neglected by almost everyone in their lives. If they are ridiculed or bullied it will most often be due to their physical appearance. Often they will have experienced significant physical, emotional, and sexual abuse, most often at the hands of strangers who had access to them as children. Interestingly they are often taking prescription medicine from another person but not under any other type of physical influence. They will often state that the motivation for this act was to get revenge upon those who had harmed them in the past and may be seeking respect from family and friends in some fashion. There will be no gang involvement but a very deep sense of anger and unhappiness with their current lives.

Historical Examples of this type of School Violence Perpetrator						
November 13, 1992, Friday	Steve Wenzel, 39, Male	Cypress, Texas (Langham Creek HS)	.45 caliber pistol	2 killed (wife, shooter suicide)	Shooter (husband of faculty member) drove to his wife's workplace (the school) and gunned her down before he took his own life.	
October 2, 1996, Wednesday	Steven Boyd, 25, Male	Smedley Elementary School, Philadelphia, Pennsylvania	(gun)	2 Killed (Stacey Buxton-Boyd, Mother, and Lealoa Coles, Visitor)	Steven Boyd shows up and kills his ex-wife and her cousin, who was waiting with her.	

Planning the Violence

While planning their violence this type of offender will be very concerned about future ramifications for their loved ones, but very committed that their planned act must occur.

Table 14.9. Planning the Violence

Concerned about during Planning Stage	Concerned about loved ones
Thoughts about Plans	Act must be done
Second Thoughts about Plans	Feeling nervous

A great sense of nervousness will be present, but it is often in regards to worrying if their plans for revenge are adequate enough.

During the Violence

As with the *traditional* type of offenders, during the actual event they will have strong feelings of wanting to die before or during the event.

Table 14.10. During the Violence

Thoughts about Death	Wanting to die
Negative Feelings	Will be praised by others
Not in Control	Not in control at all
Worried about	Worried about school and community

In their minds they will have some type of feeling that they will actually be praised by others for what they are doing. This is the only group who will have actual concerns over future ramification for their school and community while committing the act.

The Aftermath

Table 14.11. The Aftermath

Placing of Blame for Act	Blames family
Feelings about Reality	Worried about unintended victims
Thoughts about Future	After release and how viewed by family
Views of Self	Sense of relief
Negative Feelings about Act	Did not achieve goals
Negative Feelings about Self	Completing suicide

This type of offender will most often blame their families for what they have done and be worried about any unintended victims that may have been harmed as they pursued their targeted individual at the school. Interestingly, this is the only group who will be worried about how they will be viewed by family at this point and upon release from prison.

This group also will offer that they finally have a sense of relief in their minds, but will also state that they very often did not reach their goals in what they hoped to accomplish in their violent act. Many will continue to contemplate suicide as a solution to their current situation.

Historical Examples of this type of School Violence Perpetrator					
January 5, 1972, Wednesday	James A. Brooks, male	Washington, DC	Gun	1 killed	Fifth-grade teacher Margaret Brooks, 57, was shot to death in front of her students by her estranged husband James

May 1, 1998, Friday	Juan Roman, 37, Male	Buffalo, New York	.357 magnum (handgun)	1 killed (teacher/wife) 1 wounded (teacher's aide)	Shooter (Sheriff deputy) entered the school, found his wife and fatally shot her before leaving the school and being stopped by police. A teacher's aide was caught in the crossfire; she was only wounded.
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ANALYSIS AND RECOMMENDATIONS

Surpassed by only *gang-related* offenders, *associated* school violence perpetrators pose the most significant threat to a K–12 school. For a multitude of reasons, these individuals will begin to believe that someone at their former school is somehow responsible for their current failures or negative issues in life. They may also see their former high school as the place where their troubles and failures began. This type of offender, in every incident examined, returned to kill a former teacher, athletic coach, or principal. They had no plans on harming any students or bystanders, just the person they had identified as being most responsible for their own failures in life.

These former students are also a unique threat, too, in that they are very familiar with the school grounds, layout of buildings, and class schedules. Therefore when they begin planning their violence, they will know what extra precautions they need to take to increase their likelihood of being “successful” in the attack.

This is a sobering reminder to all school personnel that how they treat a student may have fatal repercussions down the line. Many of these offenders return to their schools four or five years after they left the school. Many of these offenders were expelled or dropped out of their former school for a multitude of reasons. This speaks to the need for other types of policies in dealing with troublesome students beyond simply getting rid of them.

Historical Examples of this type of School Violence Perpetrator					
March 12, 1951, Monday	Billy Ray Powell, 16, male; and Hugh Justice, 19, male	Union Mills, NC Alexander School	.22 caliber single- shot rifle	2 killed	Professor W. B. Sweat brought Hugh and Johnson into his office to reprimand them about their grades. In response, they

					borrowed the .22 caliber single-shot rifle and camped out in his office, waiting for him, before shooting him. They also shot Wade Johnson, 15, for telling on them for their rule breaking.
February 26, 2010, Friday	Jed Ryan Waits, 30, Male	Birney Elementary School; Tacoma, Washington	Unknown as to the type of gun used	1 killed	Victim had received a civil anti-harassment order against the suspect in September. Had violated the order just one week prior, and then posted bail on Monday. Teacher was shot and killed just before the students arrived for the day
December 14, 2010, Tuesday	Clay Duke, 56, Male, Caucasian	Panama City, Florida	Unknown as to the type of gun used	1 killed	Gun was pulled during a school board meeting in Panama City District. All but 6 male members were asked to leave the room. Superintendent was shot. Duke was an ex-convict on probation for aggravated sta king charged.

NON-ASSOCIATED SCHOOL VIOLENCE PERPETRATORS

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

The juvenile mind is fragile and misunderstood. Us juveniles tend to hide what truly is serious in order to protect what we perceived to be serious. For example, I hide the fact that I was sexually assaulted by my victim for two years prior to shooting him. But I told no one of this till I was 18, because in my small idiotic juvenile brain I thought no one would believe me, or that it would prove what every one thought about me, that I was homosexual. But what clammed me up even more was, what would my then girlfriend think. If I couldn't protect myself then how was I to protect her. She that is how messed up the juvenile brain is, I should never have been worried about that, because I was facing life with the possibility for parole in XXXX.

—WM/15/2006 (Entered the main hallway of his school with a .22 caliber revolver and a 20-gauge shotgun taken from his father's locked gun cabinet and killed his social studies teacher)

INTRODUCTION

The *non-associated* school violence perpetrator, on an intellectual level, may be the most interesting of all types of offenders. They are also the type of offender who is most reluctant to offer any true insight into way they chose the K–12 school as a target for their violence. A great deal of this is obviously due to the high percentage of these offenders who were and remain mentally ill. Maintaining contact with this type of offender is difficult as well in that they are very often shuttled from one prison to another and one psychiatric facility to another in their given state.

The *non-associated* school violence perpetrators are identified as offenders who were generally much older and targeted a school of which they had no past or current involvement. These are not past students who returned to their previous school to commit a violent act, but,

instead, targeted it for other reasons (e.g., as a symbol of innocence).

Historical Examples of this type of School Violence Perpetrator					
July 6, 1764, Friday	4 Lenape (Delaware) Native Americans, males	Pontiac's Rebellion School; Three miles north of present day Greencastle, PA	Gun and tomahawk	11 killed, 1 injured	Four Native Americans entered the school house near present day Green Castle, Pennsylvania, shot all twelve people inside, and then proceeded to scalp them.
March 15, 1884, Saturday	Group of Jackson County Farmers, various ages, male, Caucasian	Female Academy; Jackson County, Georgia	Revolvers	No injuries or deaths	A group of drunk farmers left a tavern and began going around town shooting their revolvers. When the female students fled from the school yard back into the school, the farmers followed them and began shooting at the door.

FINDINGS

The following is an overview of the findings of this research as it relates to the *non-associated* school violence perpetrators and incidents of violence. The findings are in order as presented in the earlier parts of the book in parts one and two.

The School

The first part of the overview deals with the factors involved in this type of school violence

as it relates to this type of perpetrator.

Location and Time of Events of School Violence Incident

Non-associated school violence types of offenders are most likely to strike in the West: Pacific Region (i.e., Alaska, California, Hawaii, Oregon, and Washington). Of course this is an overstatement; as in all forms of school violence, these attacks can happen anywhere at any time.

Table 15.1. Location and Time of Events of School Violence Incident

Incidents by U.S. Census Bureau Regions	West: Pacific Region (<i>i.e.</i> , Alaska, California, Hawaii, Oregon , and Washington)
Type of Developed Environment	Suburban and Urban
Month of Incident	May and October
Day of Week	Monday and Friday
Time of School Day	Between 8:00 to 12:00pm

Generally they will be in suburban or urban areas and occur most often in May and October. These incidents can happen any day of the week but seem to occur most often between 8:00 a.m. and 12:00 p.m.

Historical Examples of this type of School Violence Perpetrator					
April 9, 1891, Thursday	James Foster, 70, male, Caucasian	St. Mary's Parochial School; Newburgh, New York	Shotgun	Several students injured	Foster fired at a group of students into the playground of St. Mary's Parochial School. This was the first mass shooting in the U.S. where students were shot by an American citizen.
August 18, 1909, Wednesday	Six Males	Fruitvale School; Bakersfield, California	Gun	none were injured or killed	After dove hunting, six young men deliberately shot out the glass in the doors and windows narrowly missing several children.

The School Environment in which They Occur

Frighteningly, this is the only type of offender who actually targets pre- schools and elementary schools.

Table 15.2. The School Environment in Which They Occur

Level of School	Elementary and Preschool
Public vs. Private School	Public
Was SRO Present At Incident?	No

Were Metal Detectors Present At Time of Incident?	No
Student Population	20 to 100 students
Faculty Student Ratio	7 to 10 students per teacher
% of White Students	11 to 24% or 91 to 99%
% of Black Students	0 to 1% and 2 to 10%
% of Hispanic Students	0 to 1% and 2 to 10%
% of Other Students	0 to 1% and 60 to 70%

These schools will most often be public schools with very little or no security. This is probably an additional attraction these schools have to this type of offender. The schools targeted will be small with less than 100 students and the inherent smaller class sizes of 7 to 10 students per teacher. Interestingly, and probably simply due to the geographical location this type of offender finds themselves in, there is either a very high percentage of white students or relatively few.

The School Violence Event

For this type of school violence perpetrator, the school will be chosen as a symbol or incidental to their choice to commit violence.

Table 15.3. The School Violence Event

Why Was School Chosen?	School was a symbol or incidental
Stated Reason for Incident	Yes
Length of Planning Period	1 week
Was Event gang-related?	No
Informed Other of Intentions	May or may not have
Did Shooter Have Co-Conspirators?	No
Did Perpetrator Have List Of Targets?	No
If List Existed, How Many On List?	0
Targets: Individual, Group, Multiple, or Random	Random targets
Location of Incident in School	Inside school grounds
Length of Incident in Minutes	1 to 60 minutes
Number of Shots Fired	1 to 5
How Did Incident End?	Apprehended by police after struggle

Some will target preschools and elementary schools in that there are many young and innocent lives present to harm or they might simply be the closest school with the lowest level of security. Almost all will offer a reason for their attack at some point and may have or not informed others of their plans. When they commit their act they will do so alone and have random targets. Most of their violence will occur outside of the school building on school property and last up to an hour or more. If they have a firearm 1 to 5 shots will be fired. Almost all will be apprehended at the scene of their crime by police or others at the scene.

Historical Examples of this type of School Violence Perpetrator					
February 22, 1943, Monday	Harry Wyman, 13, male, Caucasian	Harvey School; Port Chester, NY	Rifle (owned by school)	1 killed	Harry Wyman, a Czech refugee, shot himself in the workshop room of the school.
December 23, 1948, Thursday	Robert Ross, 14, male, Caucasian	Herriman Farm School; New York, NY	Rifle	1 killed	Ross was shooting at inanimate targets near the school's lake when another student, Louis Walseben Jr., walked onto the range and was accidentally shot in the head.

The Perpetrator

The next section examines in more detail this particular type of offender.

Who is the Perpetrator?

All of these types of offenders will have no connection to their targeted school and have the largest age range in offenders of 16 to 55.

Table 15.4. Who is the Perpetrator?

Relationship to School	Outsider with no contacts
Age of Perpetrator	16 to 55
Sex of Perpetrator	Male
Race of Perpetrator	White
Socioeconomic Status of Perpetrator	Middle to Upper Middle
Grade at Time of Incident	Completed high school
Body Build of Perpetrator	Slight to Average
Birth Order of Perpetrator	Youngest and Middle
Number of Siblings Living With Perpetrator	0

On Probation at Time of Incident	No
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They will most often be white males, but *non-associated* perpetrators are one of the groups most likely to include female offenders. They will also be more likely to come from middle- to upper-middle- class socioeconomic background. They will be the youngest or middle child in their families and be of slight to average build. At the time of their attack they will very often be living alone and not on any type of probation.

Perpetrator's Traits and Issues

This type of offender will most likely have evidence of significant past mental health issues, but not on any prescribed medicine. They will be living alone and having no significant physical health issues.

Table 15.5. Perpetrator's Traits and Issues

Evidence of Prior Mental Health Issues	Yes
Taking Medications for Mental Health	No
Evidence of Physical Health Issues	No
Parental Situation at Time of Incident	Not living with parents
Any Evidence of Family Dysfunction?	May or may not have family dysfunction
Any Evidence of Physical Parental Abuse or Neglect?	No
Any Evidence of Sexual Abuse?	No
Marital Status of Perpetrator at Time of Incident	Single
Perpetrator Involved Regularly In Religious Activities?	No
Evidence of School Disciplinary Problems	Not in school
Any Evidence of Recent School Difficulties?	Not in school
Any Evidence of Perpetrator Being Bullied?	No
If Bullied, Why?	none
Any Evidence of Recent Broken Relationship?	May or may not have a recent broken relationship
Perpetrator on Drugs/Alcohol at Arrest?	No
Perpetrator Possessed Drugs at Arrest?	No
Any Evidence of Past Drug or Alcohol Use?	No
Any Evidence Perpetrator Regularly Watched Violent Movies?	No
Any Evidence Perpetrator Read Books With Violent?	No
Any Evidence Perpetrator Played Violent	No

Video?	
Any Evidence Perpetrator Writing/Drawing Material with Violent Themes?	No

There may or may not be signs of current dysfunction in their families, but they will probably be single and some are recently divorced. They will not have the traditional issues at school in that they will not be currently enrolled in school, but may have had the breakup of a significant personal relationship. As with many of the other types of offenders, there very well may be no sign of significant past alcohol or other drug abuse and they will not be under the influence of anything at the time of their attack.

Historical Examples of this type of School Violence Perpetrator						
June 4, 1951, Monday	Carl Arch, 49, male	Central Commercial High School Annex; New York City, New York	Vase, fountain pen, revolver	1 killed (attacker)	Carl Arch invaded an all girls' school in New York City. He went into health class in the gymnasium and started tapping a student leader on the head with a vase. The classes were ordered to leave the building by a teacher when an officer, who was summoned by students, came to take Arch down. A chase started through the gym leading to the outside of the school where Arch threw the vase, hitting officer Eugene Grace in the shoulder. When Grace pulled out his revolver, Arch lunged at him with an open fountain pen and was shot in the head by Grace.	
January 29, 1979, Monday	Brenda Spencer, Ann 16, female	San Diego, California; Grover Cleveland Elementary School	Gun; .22-caliber sniper rifle her dad gave her for Christmas	2 killed 9 wounded	Opens fire from the window of her home across the street, she fired the shots because "I don't like Mondays."	

Characteristics of Weapons Used and Injuries Incurred

In regards to the weapons used and harm caused, this type of offender will have easy access to weapons in that they generally use items which they legally own.

Table 15.6. Characteristics of Weapons Used and Injuries Incurred

Were Weapons Readily Available To Shooter?	Yes
Where Was Gun/Weapon Obtained?	Gift from family or legally owned
Number of Weapons	1
Rounds of Ammunition Available	1 to 200
Types of Weapons Used	.22 caliber pistol, .22 caliber rifle, knife, vehicle, and propane tank
Number of Potential Victims	21 to 300
Killed or Injured Anyone outside School before or After School Incident	no
Number Killed	0
Number Injured	1 to 5

If it is going to be a firearm it is often a .22 caliber pistol or rifle, but most often it is a vehicle, which they use to crash into school property locations and then attack students with other items such as propane tanks and machetes. When they do use firearms they are the one group to bring the most of extra ammunition. Again, they most often attack smaller schools with smaller numbers of potential victims. They are often the group to do the most harm and injuries to others at 1 to 5.

Historical Examples of this type of School Violence Perpetrator						
May 16, 1986, Friday	David Young, Male; Doris Young, Female	Cokeville Elementary School, Cokeville, Wyoming	Bomb	2 Killed, 74 Injured	Dave and Doris Young went into Cokeville Elementary School with a bomb and took 154 students and 13 adults hostage demanding a \$300 million dollar ransom. After begging the kids to be quiet she accidentally prematurely detonated the bomb injuring herself and 79 others. Upon returning David shot his wife and them himself.	

Charges, Trials, Pleas, Convictions, and Sentences

The *non-associated* offenders, as with the other types of offenders, generally receive 1 to 5 initial charges and also seek jury trials.

Table 15.7. Charges, Trials, Pleas, Convictions, and Sentences

Number of Different Charges	1 to 5
Type of Trial	Jury Trial
Was There A Plea Bargain?	No
Not Guilty By Reason Of Insanity as Defense at Trial or In Plea Agreement	Yes
Guilty but Mentally ill As Defense at Trial or In Plea Agreement	No
Conviction Counts	Attempted Murder, Kidnapping, and Other Charges
Number of Conviction Counts	1 to 5
Original Sentence Received	Terms of years and Life without Parole
Minimum Number of Years Sentenced	21 to 35
Maximum Number of Years Sentenced	21 to Life
Eligible for Parole	May or may not be eligible

The reason for the jury trial in almost all of the cases is that these offenders see plea bargains after entering pleas of “not guilty by reason of insanity.” This is the one type of offender who most often receives the most variation in charges from attempted murder to kidnapping. They will receive sentences of terms of year up to life without the possibility of parole.

Historical Examples of this type of School Violence Perpetrator					
May 20, 1988, Friday	Laurie Dann, 30, Female	Hubbard Woods School, Winnetka, Illinois	Unknown	2 Killed, 6 Injured	Jaurie Dann, 30 entered Hubbard Elementary school and kills an eight year old boy, and injures six others. Afterwards Taking her own life.
January 17, 1989, Tuesday	Patrick Purdy, 25, male	Cleveland Elementary School, Stockton, California	Unknown Gun	6 Killed, 29 Injured	Patrick Purdy Shot and killed five children arriving at Cleveland Elementary school and wounded twenty-nine others and one teacher before taking his own life.

The Thoughts

The final section is an overview of this type of offender's thoughts and feelings before, during, and after their act of school violence.

Before the Decision to Commit Violence

As with all types of school violence perpetrators, these offenders will be suffering from a multitude of issues.

Table 15.8. Before the Decision to Commit Violence

View of Self	Issues with conflict and authority
Lack of Self Confidence	Lack of self-confidence with all
Unsure Of Role	Unsure of role with all
Perceived As a Leader	Does not feel anyone sees them as a leader
Perceived Importance	Does not feel important to others
Feelings of Being Threatened	Threatened by all
Feelings of Being Ignored	Feels like they are ignored by everyone
Needs Ignored	Feels ignored by all
Feelings of Being Ridiculed	Feels ridiculed by all
Feelings of Not Being Valued	Feels not valued by anyone
Issues in Suffering	Suffering from multiple psychological issues
Isolation	Feels isolated from everyone
Disrespect	Feels disrespected by everyone
Feeling Labeled	Reports being labeled in many ways by others
Feelings about Parents	Disrespected and unsupported by parents
Bullying	Bullied in school
Punished Unfairly	Feels punished By teachers and parents
Physical Abuse	By family member
Sexual Abuse	By family member
Emotional Abuse	Report from a stranger
Influences	Slight media influence
Under The Influence	Marijuana, hard drugs, and alcohol
Dealing with Loss	No loss
Fighting	Fighting with all
Seeking Revenge	No revenge mentioned
Seeking Personal Respect	No
Gang Involvement	No
Happiness Issues	Unhappy with all

They will have significant issues with conflict and be anti-authority. They will have a sense of a lack of confidence in all areas of their lives. They will also be unsure of their role with everyone and in everything. There will be no self-perception of being important to others and completely ignored causing them to feel various types of threats from all as well. These offenders will be suffering from multiple mental health issues and feel totally disrespected and neglected by everyone. They will probably have a past history of physical, emotional, and sexual abuse by family members.

Historical Examples of this type of School Violence Perpetrator					
February 19, 1991, Tuesday	Michael Jarow, 20, Male	New Orleans, Louisiana (Booker T. Washington HS)	(handgun)	1 killed (student), 1 wounded (student)	Shooter (no relation) enters school grounds, found a group of students and fatally shot one of them, while wounding another. He escaped school premises before the police arrived, but was later apprehended.
April 15, 1993, Thursday	David Taber, 44, Male	Acushnet, Massachusetts (Ford MS)	(gun)	1 killed (student)	Shooter (?) invades the school and takes three hostages. He later shot and killed the school nurse Carol Day.

This is the only group in this study where significant information was discovered involving the significant impact of violent music and other media on the offender. Also, this group was the only group to have a significant percentage of offenders under the influence of alcohol and other drugs at the time of their attack. Often these offenders will not mention that any type of revenge was sought, only that they were intensively unhappy and angry at life.

Planning the Violence

As with most other types of offenders, this group had no concerns as they planned their act of violence.

Table 15.9. Planning the Violence

Concerned about during planning stage	No concerns
Thoughts about Plans	Must be done and worried plans are good enough
Second Thoughts about Plans	Afraid and nervous

They were certain of what they were going to do and that it needed to happen. While

nervous and afraid, the reasons for the feelings were over concerns that their plans might not be good enough to carry out their plans.

Historical Examples of this type of School Violence Perpetrator					
September 17, 1993, Friday	Kevin Newman, 29, Male,	Sheridan, Wyoming (Central MS)	(gun)	4 wounded (students)	Shooter (no relation) opened fire on an athletic field while middle school kids were practicing. Four of them were wounded before the shooter took his own life. A suicide note was later found.
January 14, 1999, Thursday	UO, Male	Harry S. Truman High School, New York City, New York	(gun)	2 wounded	A man got out of a car and opened fire wounding two students

During the Violence

This group of offenders was the most to report that a primary reason for this violence was that they wanted to be killed by someone during their act of violence.

Table 15.10. During the Violence

Thoughts about Death	Hoping to die
Negative Feelings	none reported
Not In Control	Not in control at all
Worried About	Not worried

They also stated that they were not in control of their actions, thus their pleas in court, and had no worries at all during the commission of their violence.

Historical Examples of this type of School Violence Perpetrator					
February 2, 2001, Wednesday	William Michael Stankewicz, 56, male, Caucasian	Pennsylvania; North Hopewell-Winterstown Elem. School	machete	3 adults and 11 children injured	William entered the Pennsylvania elementary school with a machete and injured 3 adults and 11 children.
October 2, 2006, Monday	Charles Carl Roberts IV, 32, male, Caucasian	Nickel Mines, Penn; Amish School	Gun (Not specified)	6 killed, 5 wounded	Roberts took hostages and shot 10 girls (ages 6–13), killing 5 and wounded the other 5. He then committed suicide. He left his wife and

					daughters suicide notes. Claimed to have molested 2 relates between 3–5 years old when he was 12 and wanted to do it again.
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The Aftermath

The *non-associated* type school violence perpetrator will blame everyone except themselves for this act of violence committed against a K–12 school.

Table 15.11. The Aftermath

Placing of Blame for Act	Blames Family, friends, and teachers
Feelings about Reality	Thinking a lot about past
Thoughts about Future	Not thinking of future
Views of Self	All unreal and numb
Negative Feelings about Act	Did not achieve goals
Negative Feelings about Self	Should have forced them to kill them

After the event some will be thinking about their past while others will not. Almost all will state that they are not thinking of the future and simply feel numb in their prison cells. They will offer though they are bothered that they did not accomplish their goals of violence and wish they had forced someone to have killed them during the commission of their act.

ANALYSIS AND RECOMMENDATIONS

The *non-associated* school violence perpetrator is probably the most frightening type of offender that has been examined. These are individuals that a victimized school has not had any contact with, does not know, and about whom, they have no warning. The *associated* type offenders will be former students that school officials will know and be cognizant of future issues they might have with that individual. This is very true when this offender is one which was recently expelled or escorted off of a school property.

The *non-associated* on the other hand are individuals who have lost all hope in life and see that their own death may be the only answer. Some of these individuals are filled with so much hatred that they wish to attack a school in that it is a symbol of happy young people just beginning their lives. This is why this is the only type of offender in this study which targeted preschools and elementary schools.

This type of offender is the type that crashes cars into school property or school buildings and then attacks students with baseball bats, machetes, or even attempts to detonate homemade explosive devices attached to propane tanks. Unfortunately, this type of offender drives the creation of new school buildings as fortresses and many external security measures. This type of offender is the same type of individual who attacks the audience of a movie theater or shopping mall. They are the type that opens fire on crowds outside of national monuments. Sadly they are also the type which attack preschool children on a playground.

Historical Examples of this type of School Violence Perpetrator					
November 9, 2009, Monday	Christopher Craft, 43, Male	Pine Plains, NY; Stissing Mountain Middle-Senior High School	shotgun	0 wounded or killed	Craft took Principal Robert Hess as a hostage. Was talked out of firing any shots by the SWAT team.
October 8, 2010, Friday	Brendan L O'Rourke, 41 Male, Caucasian	Kelly Elementary School; Carlsbad, California	.357 caliber magnum	2 wounded	Emptied a .357 caliber magnum revolver at children on a playground and had more bullets along with a gas can and propane tank.

EPILOGUE

Question: Has it always been like this?

Answer: Yes, sort of. . . .

Those who cannot remember the past are condemned to repeat it.

Philosopher, essayist, poet, and novelist

—George Santayana (December 16, 1863–September 26, 1952),

INTRODUCTION

As the final part of this book is being written the attack on a party in the Inland Regional Center in San Bernardino, California, on December 2, 2015, at around 11:00 a.m. is being broadcast on CNN and other news outlets. The usual casts of characters with personal agendas begin their same old attempts to use such a horrific incident to their advantage. It is sad to most that each time an event such as this occurs there seems to be very little interested in determining why the event happened beyond a consideration as to whether the event was a terroristic attack. Obviously it was determined to be such, but many conspiracy theories flew through most media outlets.

Another phenomenon occurs as well. People immediately try to group all types of violent events into one large all-inclusive bucket. Therefore they come up with massive arguments on such peripheral issues such as gun-control and use (or lack thereof) of medications to deal with real or perceived mental health issues in individuals.

There will always be guns. There will always be personal issues that cause people to resort to violence. There will always be mental health issues. There will always be crime, poverty, and depression.

Those issues need to be addressed in the United States and then maybe people will not be as willing to pick up a weapon and harm themselves and others.

ALL DOCUMENTED SCHOOL VIOLENCE INCIDENTS FROM 1700 TO 2015

Any attempt to document all incidents of school violence or disturbance in American K–12 schools is essentially an impossible task. Conducting any type of research when it comes to school violence and disturbance is extremely difficult and findings can be misleading at best.

As stated before, there are many reasons for this, first no system for recording and enumerating individual acts of crime existed until 1933, when the Federal Bureau of Investigation's *Uniform Crime Report* was developed. Second, many forms of individual aggression, such as juvenile misbehavior, were not a matter of great public concern and attention until the 1960s; moreover, throughout history, even definitions of what constituted school disturbance have varied.

Third, reporting procedures have varied, and continue to vary, among school districts and it was not until the 1970s did many school districts kept comprehensive data on student criminality on their campuses, and the result is that most early information on school disturbance and problems is primarily anecdotal or simply not available. Fourth, local school administrators have historically played down their problems to give the impression that they controlled their school situation completely. Thus, fifth, most researchers involved in this type of research only use and depend on the data and information gained from others and never do their own field research.

The following examination is based on 594 incidents which could be identified and verified between July 1, 1764, and November 30, 2015. Moreover, for many of these incidents there was enough information to make any reasonable discussion of the events.

	Over All	<i>traditional</i>	<i>gang- related</i>	<i>associated</i>	<i>non- associated</i>
1700-1899	21	14	0	3	4
1900-1919	30	14	0	14	2
1920-1929	2	1	0	1	0
1930-1939	9	3	0	5	1
1940-1949	15	6	1	6	2
1950-1959	17	11	2	3	1
1960-1969	15	13	0	0	2
1970-1979	28	17	0	7	4
1980-1989	29	25	0	0	4
1990-1999	297	220	45	25	7
2000-2009	61	49	6	4	2
2010-2015	70	44	11	8	7

Table E.1. Number of Documented School Violence Incidents from 1700 to 2015

The above provides a representation of the distribution of documented school violence incidents between 1700 and 2015. These events have been typed and divided based on the definitions of the 4 types of school violence perpetrators examined in this book: *traditional*, *gang-related*, *associated*, and *non-associated* school violence perpetrators.

The following is a discussion of the trends in the overall number of school violence incidents and the evolution of them as divided by type of perpetrator.

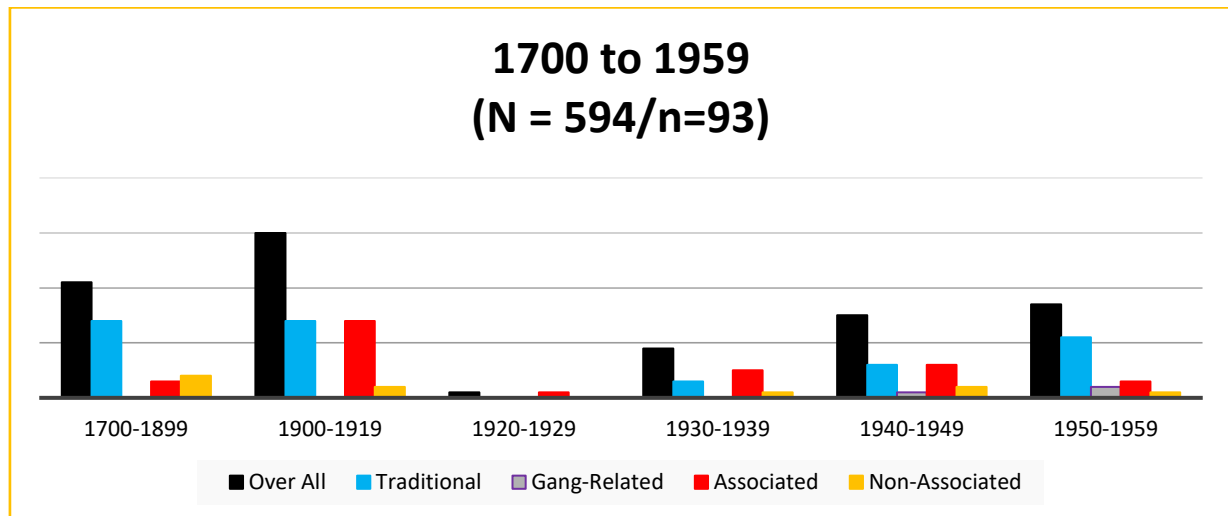


Chart EP.1. Documented School Violence Incidents from 1700 to 1959

The above table shows the documented school violence events from 1764 to 2015 (n = 93) (see chart E.1). The first realization presented here is that the United States has had school violence since the very first school houses opened. This first event documented in America was on Friday, July 6, 1764, at the Pontiac's Rebellion School (three miles north of present day Greencastle, Pennsylvania). It is reported that four Native American males entered the school house and shot the twelve people inside, then proceeded to scalp them. This resulted in 11 being killed and 1 injured.

Many assume that violent acts committed at or around K–12 schools is a new phenomenon. The information provided above offers that prior to the twentieth century, American schools experienced at least 21 incidents of violence. Fourteen of these incidents involved traditional types of school violence (shootings, fights, stabbings, etc.) by currently enrolled and attending juveniles, but a little less than half of the incidents were committed by outsiders. Three of the earliest events involved individuals coming to the school grounds for revenge for their perceived mistreatment from teachers or mistreatment of fellow family members. Four of these events involved older individuals choosing to commit their acts of violence at or near a school with not apparent connection to the school. This early trend is seen in almost every decade since this time.

Chart E.2 examines the documented school violence incidents between 1960 and 2015 (see chart E.2). Obviously, this is the period where the bulk of the incidents occurred. During this time period approximately 500 events occurred across the United States in K–12 schools. Over half of these incidents occurred in one decade 1990 to 1999 (297) and over half of the *traditional* school violence incidents (220) happened during the same period.

Most would assume that most of the violence in schools would have been related to gang violence due to what was occurring on American streets during this period. The second highest number of incidents (45) were identified as *gang-related*. It should be remembered though that in this type of research it is sometimes very difficult to identify clearly the true motivation for a violent act. For example, a school shooting may be between two rival gang members, but the catalyst for the violence may in reality be over a mutual girlfriend. Thus,

how should such an event be classified?

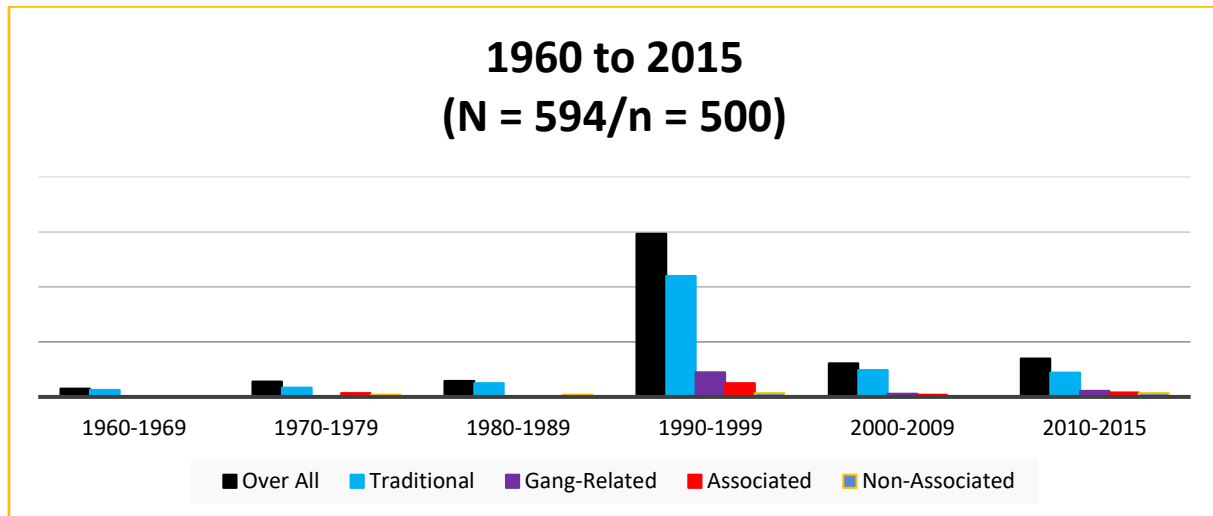


Chart EP.2. Documented School Violence Incidents from 1960 to 2015

Most jurisdictions will label it as *gang-related* if there is any evidence that one or more of the offenders is a known gang member. But, in reality, the ultimate violence may be a simple unrelated dispute over something non-*gang-related*.

This chart (chart E.2) also mirrors the violent crime rates in the United States in the late 2000s as well. After a very significant increase in violent crime in the early 1990s, the mid 2000s saw a second spike, albeit much less, in all forms of violence. While the late 1990s found a large number of school violence incidents, the late 2000s did as well.

EXAMINATION OF INCIDENTS FROM 1700 TO 2015 BY TYPOLOGY

The following section offers an overview of the types of school violence events between 1700 and 2015 (see chart E.3). In order to offer more detail on the true nature of these events, they have been broken down by type of perpetrator.

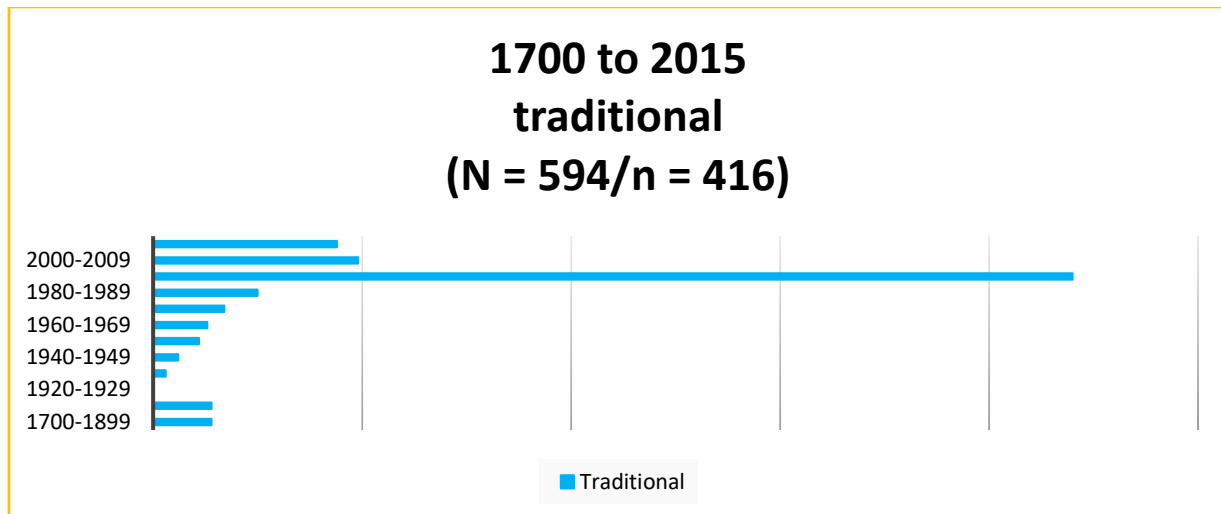


Chart EP.3. *Traditional* School Violence Incidents from 1700 to 2015

Between 1700 and 2015 there were approximately 416 incidents of school violence which could be attributed to *traditional* types of offenders (see chart E.4). As with all trends, the bulk of these events occurred between 1990 and 1999. Of all types of events this type was approximately 70% of all of the documented events.

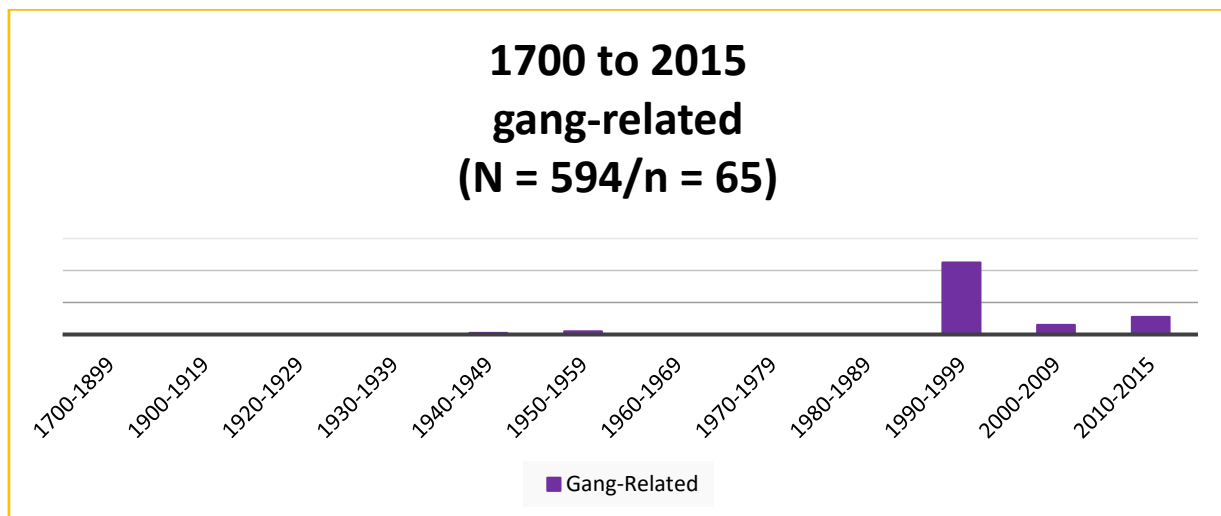


Chart EP.4. *Gang-related* School Violence Incidents from 1700 to 2015

Given the location of the event (in or around K–12 school buildings/grounds) this would make sense. What should be noted here is that there has been a steady trend of violence committed by juvenile against their schools, classmates, and teachers since the late 1700s. As will be discussed further in this section, these trends match the trends in all types of juvenile violence in United States and that of the American public.

The number of identified *gang-related* school violence events is interesting (see chart E.5). The first identified *gang-related* event was Wednesday, June 26, 1946, at Public School 147 Annex of the Brooklyn High School for Automotive Trades in Brooklyn, New York. Reportedly, 7 unidentified African-American males, ages 17 to 18, shot to death another student who refused to give up his lunch money to the gang. He was shot in the chest with a

pistol. There were also 2 events which occurred in the 1950s, but then no other documented incidents until the 1990s. The second surge in juvenile violence in and out of schools in the late 2000s did involve a large number of *gang-related* incidents.

As discussed many times in this book is the fact that there is a growing number of *associated* school violence perpetrators targeting their former schools, teachers, and administrators. The chart above offers an overview of these types of offenders between 1700 and 2015. This is one group which has had a constant representation in all decades of the history of American K–12 education.

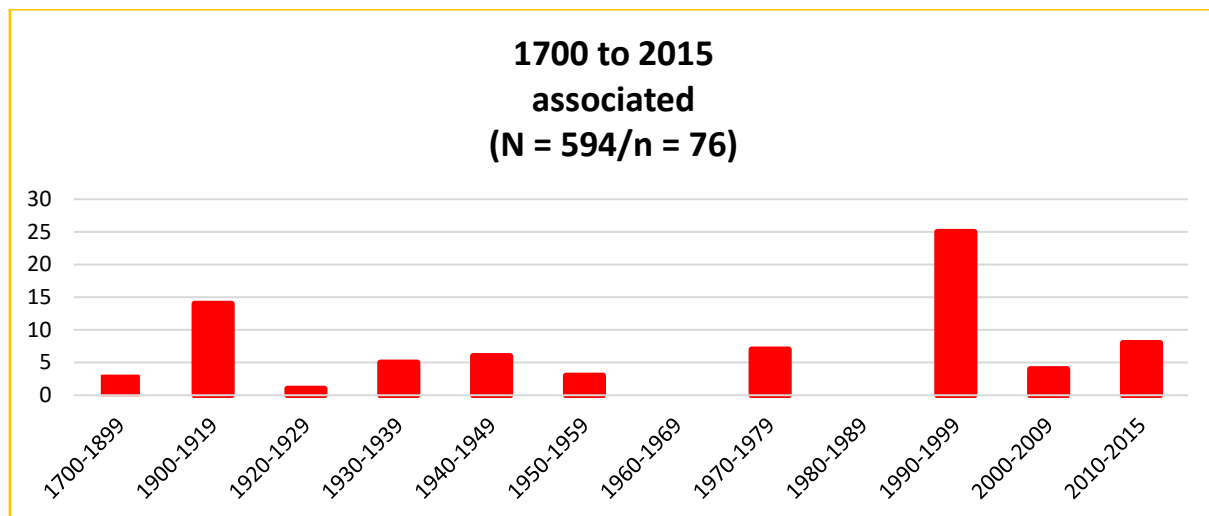


Chart EP.5. *Associated* School Violence Incidents from 1700 to 2015

Historically there have been slightly more (76) school violence acts committed by older *associated* individuals than *gang-related* (65) *non-associated* School Violence Incidents from 1700 to 2015 (see chart E.6). This is extremely interesting given the common perception that the public generally has in regards to who is the great danger to school safety. It is also interesting that this type of offender mirrored all other types of offenders by the largest number of these types of attacks occurring in the 1990s.

As with *associated* school violence perpetrators, *non-associated* types of offenders have always been a threat to American K–12 schools. As stated earlier, the very first event documented in America was on Friday, July 6, 1764, at the Pontiac’s Rebellion School. This type of event, albeit given the time period, can be seen as a *non-associated* type of attack.

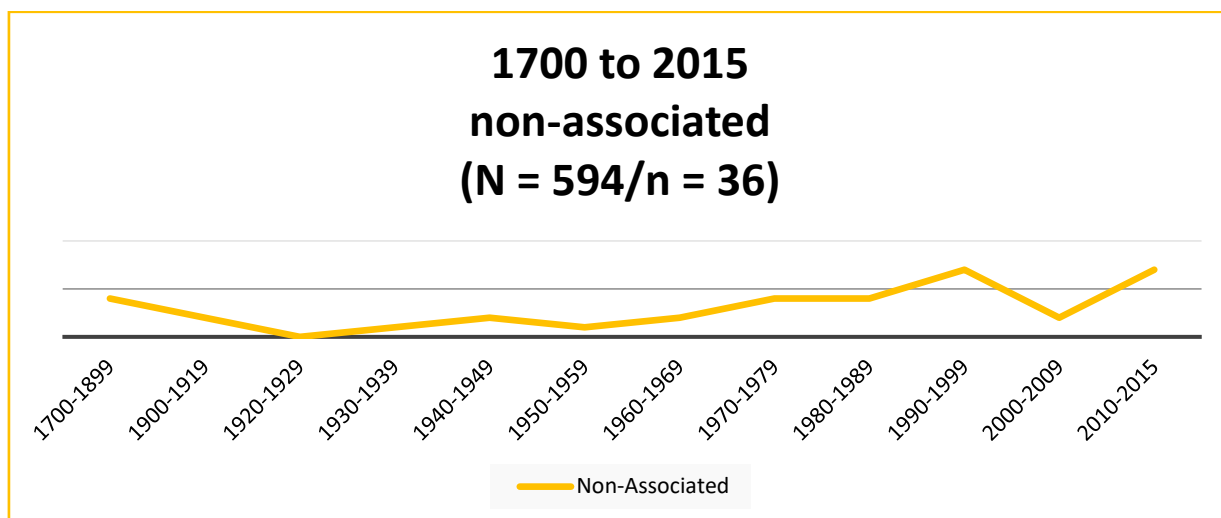


Chart EP.6. *Non-associated* School Violence Incidents from 1700 to 2015

As with all other types of offenders, this type of perpetrator can be found in almost all decades. Thus, individuals who have no true connection to a particular school may still target it for their act of violence. The fewest events from 1700 to 2015 (36) involved this type of perpetrator. It should be noted that this type of offender is the fastest growing type of threat to American schools.

DOCUMENTED SCHOOL VIOLENCE INCIDENTS FROM 1700 TO 2015 BY DECADE

The below (chart E.7) offers information on the 21 incidents of school violence which occurred in the United States between 1700 and 1899 (see chart E.7). The bulk of the events involved *traditional* types of offenders (14), but a significant number of events involved *associated* (3) and *non-associated* (4) types of offenders.

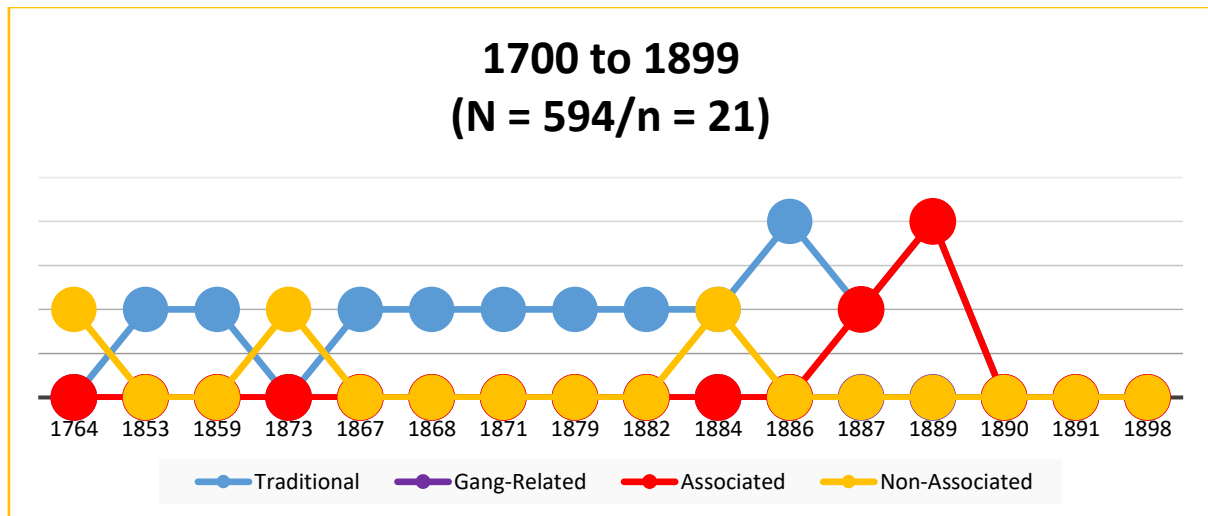


Chart EP.7. Incidents from 1700 to 1899 by Decade by Typologies

In examining the distribution of events, *traditional* types of incidents were equally distributed throughout this time period.

The period between 1900 and 1919 is an interesting time for school violence (see chart E.8). During this period there was an equal distribution of *traditional* (14) and *associated* (14) types of school violence incidents. There were no *gang-related* incidents reported during this time and only 2 *non-associated* incidents.

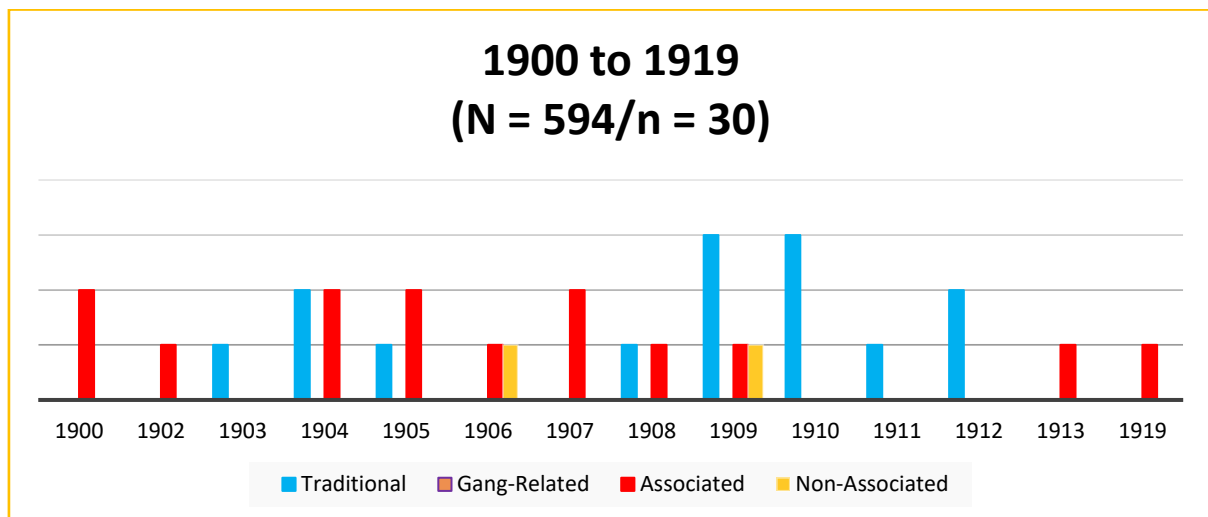


Chart EP.8. Incidents from 1900 to 1919 by Decade by Typologies

Extremely interesting is the fact that only two incidents of school violence at a K–12 American school can be documented (see chart E.9). The first was on Tuesday, February 15, 1927, when Thomas J O'Donnell, Jr., committed suicide in his school auditorium. In his suicide letter, he said he wanted to reduce the financial burden of his family. The second was on Wednesday, May 18, 1927, when school Treasurer Andrew Kehoe, who was having financial problems, killed his wife before setting bombs off at his home. He then headed to his school where he set off a number of bombs he had planted over the preceding weeks. He also used a bomb to kill himself in his car. This was the largest school massacre at the time resulting in 45 deaths and 58 injuries.

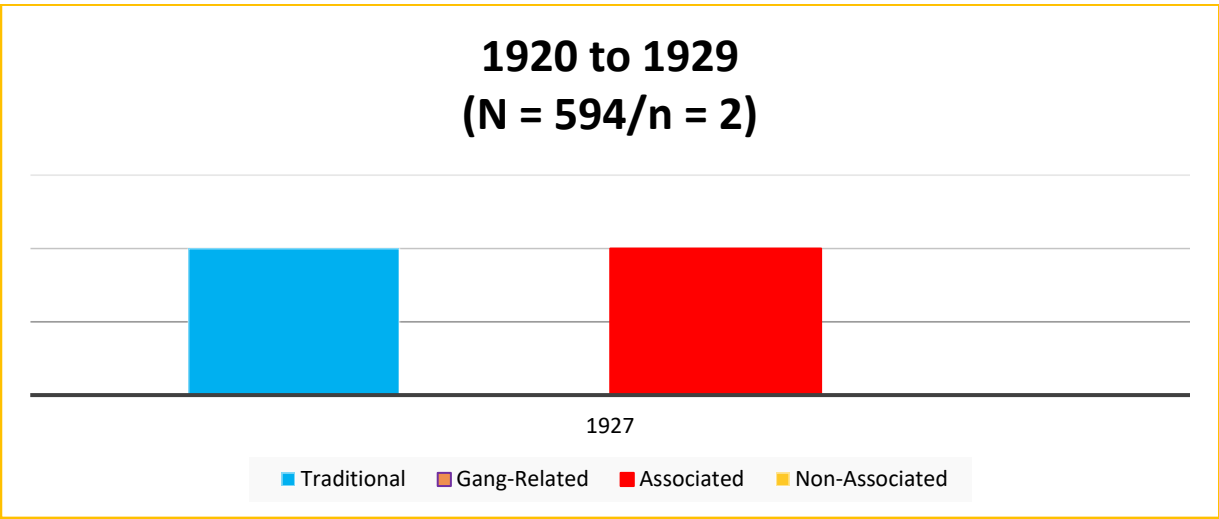


Chart EP.9. Incidents from 1920 to 1929 by Decade by Typologies

Thus, during this time period, there were only two documented acts of school violence. One involved a *traditional* type of incident and the second what should be classified as an associate type of offender.

Between 1930 and 1939 there were 9 documented school violence incidents (see chart E.10). All types of offenses occurred during this time except *gang-related* events. The slightly more prevalent type of offense was that of the *associated* type of perpetrator. Given this time period of the Great Depression in America it not surprising that many people would strike out against familiar American schools given the stress upon people during this time.

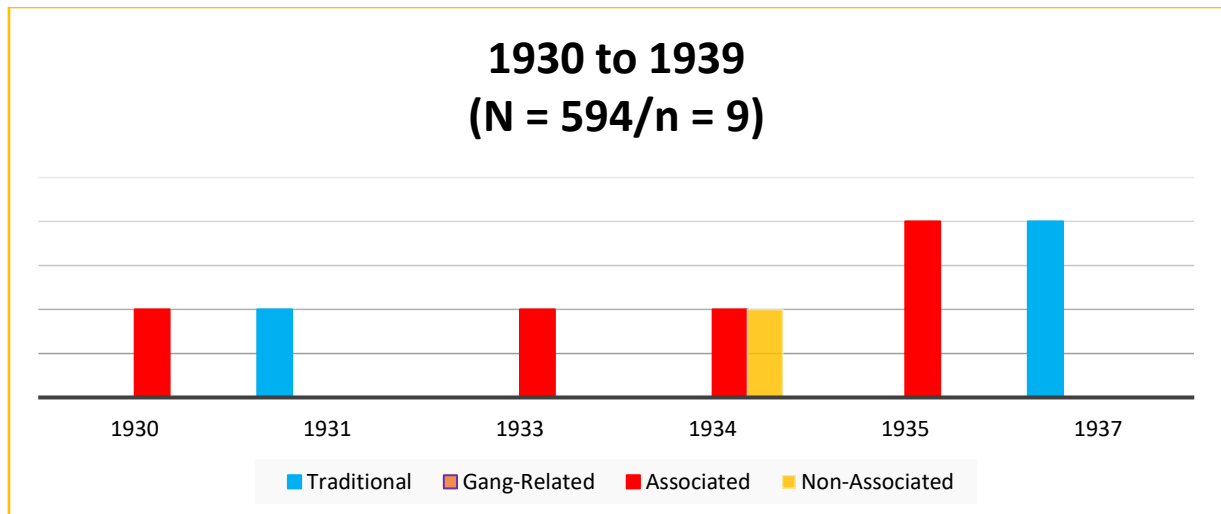


Chart EP.10. Incidents from 1930 to 1939 by Decade by Typologies

The second least number of school violence events occurred during the 1940s (see chart E.11). As with the 1930s, the 1940s saw *associated* types of perpetrators being a large percentage of the types of offenders. This was matched by the number of *traditional* types of perpetrators as well. As discussed earlier, this decade did see the first documented case of *gang-related* violence in an American school.

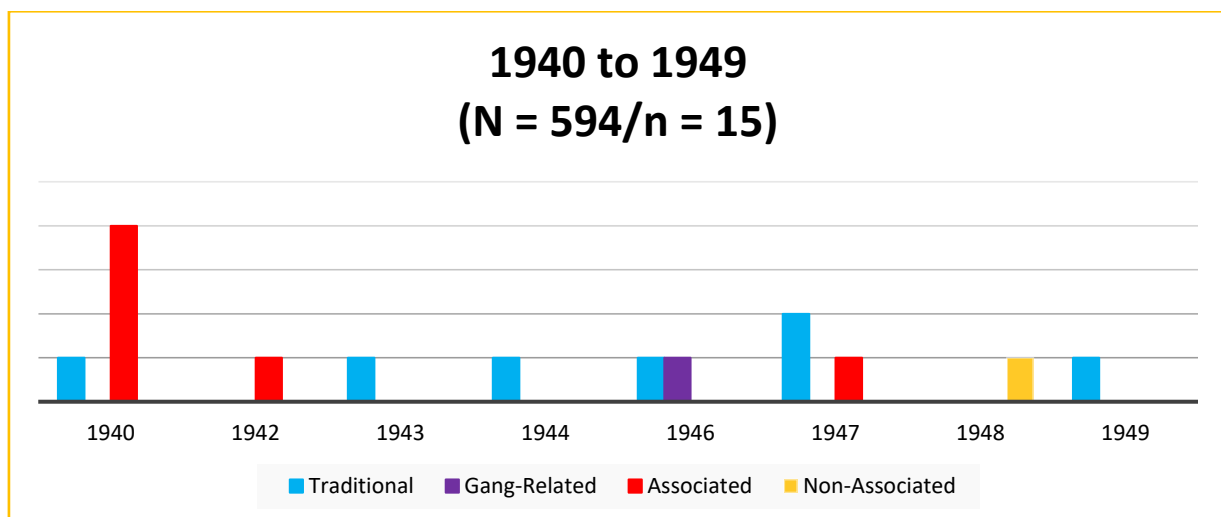


Chart EP.11. Incidents from 1940 to 1949 by Decade by Typologies

The 1950s experienced 17 incidents covering all types of offenders (see chart E.11). The majority were *traditional* types of perpetrators. There was also an almost equal distribution of events between 1950 and 1959.

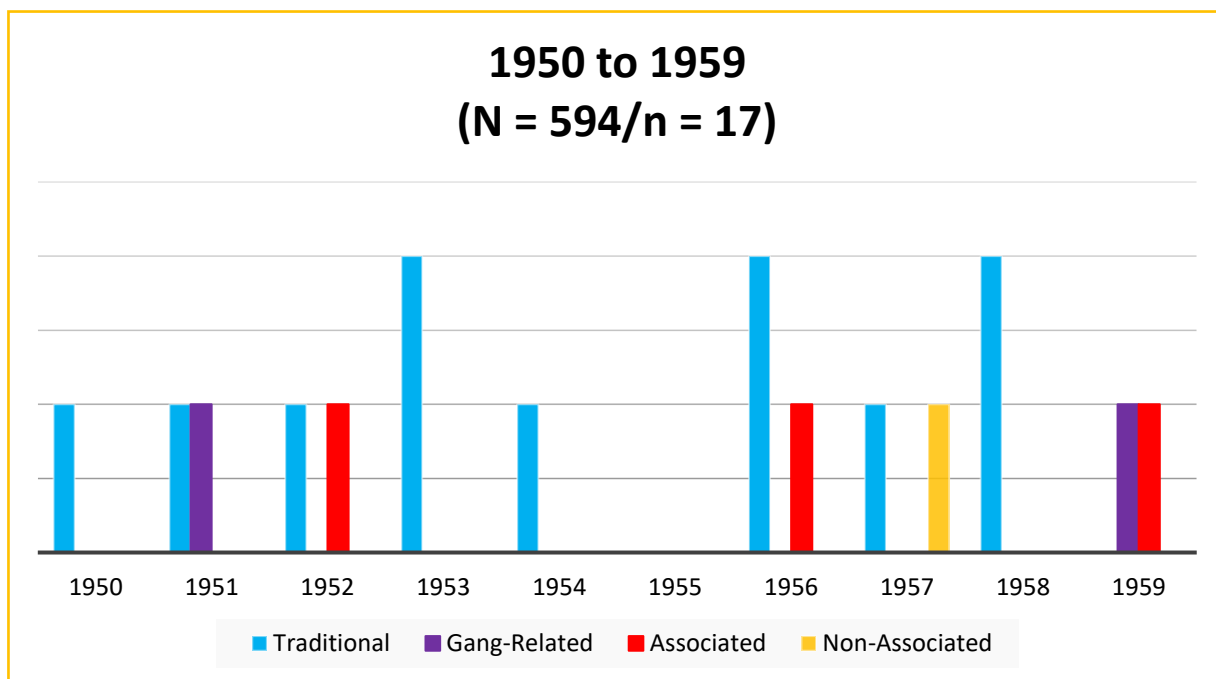


Chart EP.12. Incidents from 1950 to 1959 by Decade by Typologies

While the period between 1960 and 1969 were very violent on many college and university campuses, it only had 15 events across the county at K–12 schools (see chart E.13). Of this number, 13 were found to be *traditional* types of offences, but 2 did involve *non-associated* types of perpetrators.

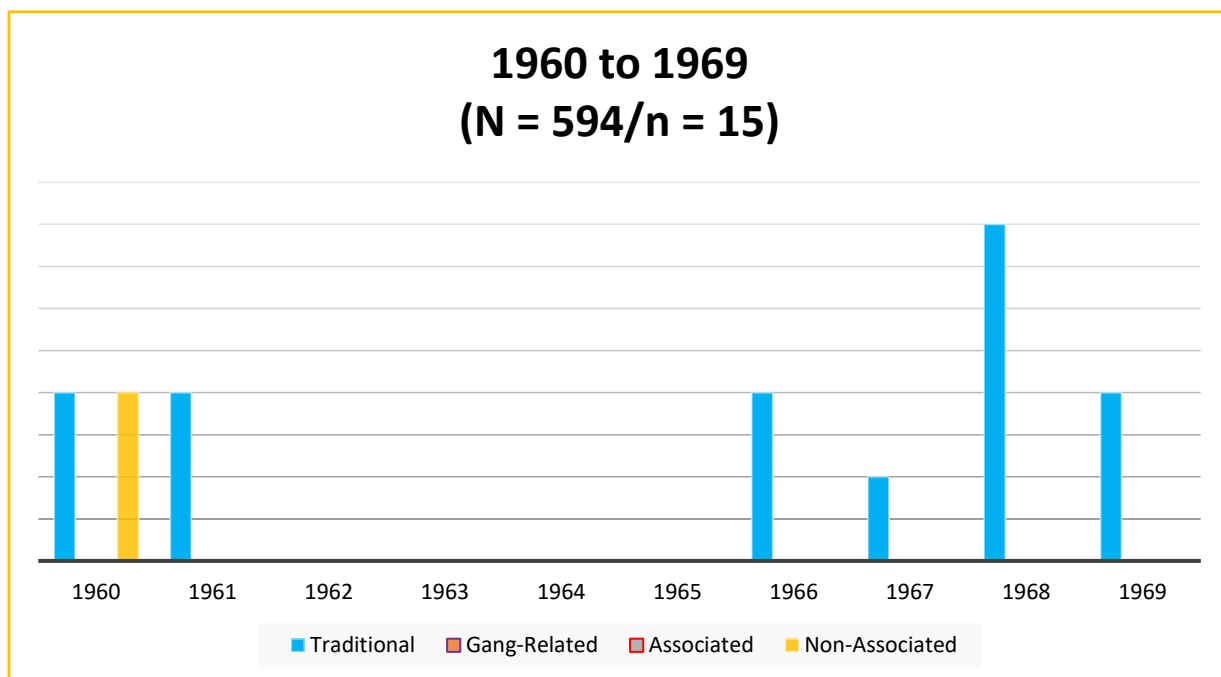


Chart EP.13. Incidents from 1960 to 1969 by Decade by Typologies

During the time period between 1970 and 1979, the United States experienced approximately 28 incidents of school violence across the country (see chart E.14). Of this number the largest percentage of incidents were committed by *traditional* types of offenders (17). The second largest group at 7 was the *associated* types of offenders.

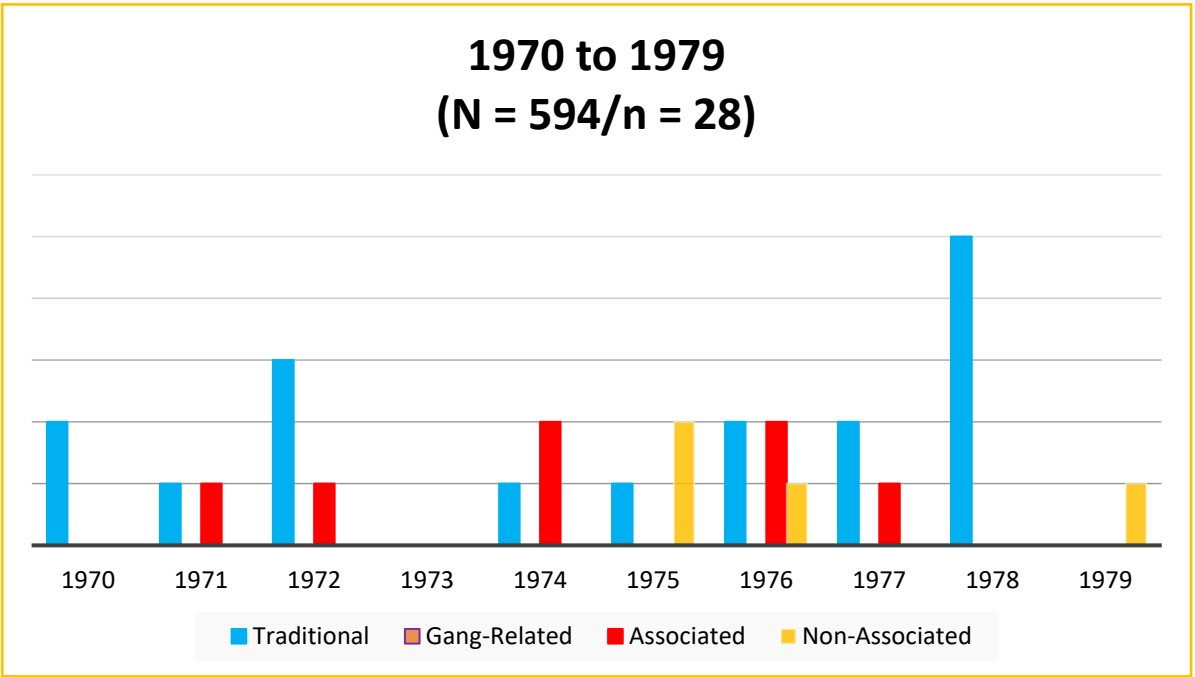


Chart EP.15. Incidents from 1970 to 1979 by Decade by Typologies

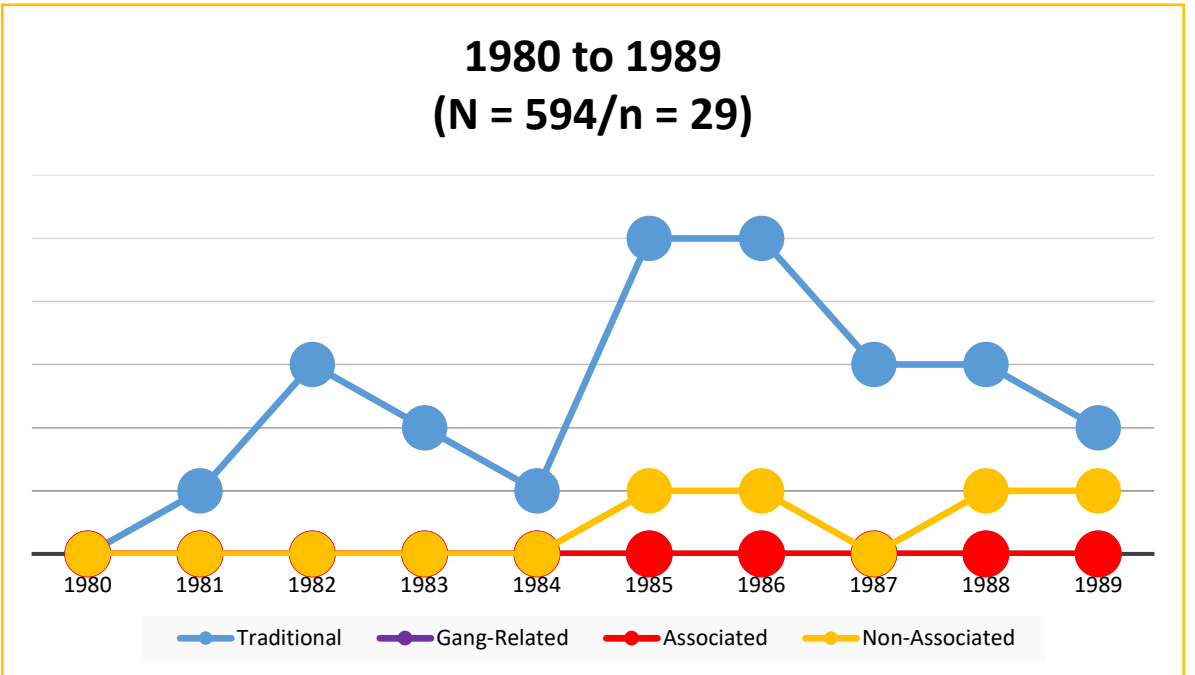


Chart EP.15. Incidents from 1980 to 1989 by Decade by Typologies

Interestingly, this period did not have any *gang-related* incidents documented.

The period between 1980 and 1989 was just a prelude to the drastic increase in all types of juvenile violence experienced in the 1990s (see chart E.15). During this period the vast majority of events involved *traditional* types of offenders, equally distributed throughout the decade. Albeit questionable, there were actually no *gang-related* types of incidents clearly documented during this period.

As discussed extensively in this book, the 1990s experienced the greatest number of violent events in all areas of criminal behavior (see chart E.16). This decade experienced approximately 50% of all documented incidents between 1700 and 2015. The largest number of incidents was committed by *traditional* types of perpetrators (49), and *gang-related* was a distant second (11). All types of offenses saw great increases in their numbers during this time period.

The period between 2000 and 2009 is one of the most interesting decades when it comes to exploring school violence in America (see chart E.17). As with all types of offenses, the decade started with high percentages of violence and ended the same. But, during the mid-2000s, the country experienced a decrease in all type of violence. Sixty-one incidents occurred during this time period. The largest number (49) were *traditional* types of offenders and all other types were distant seconds and thirds.

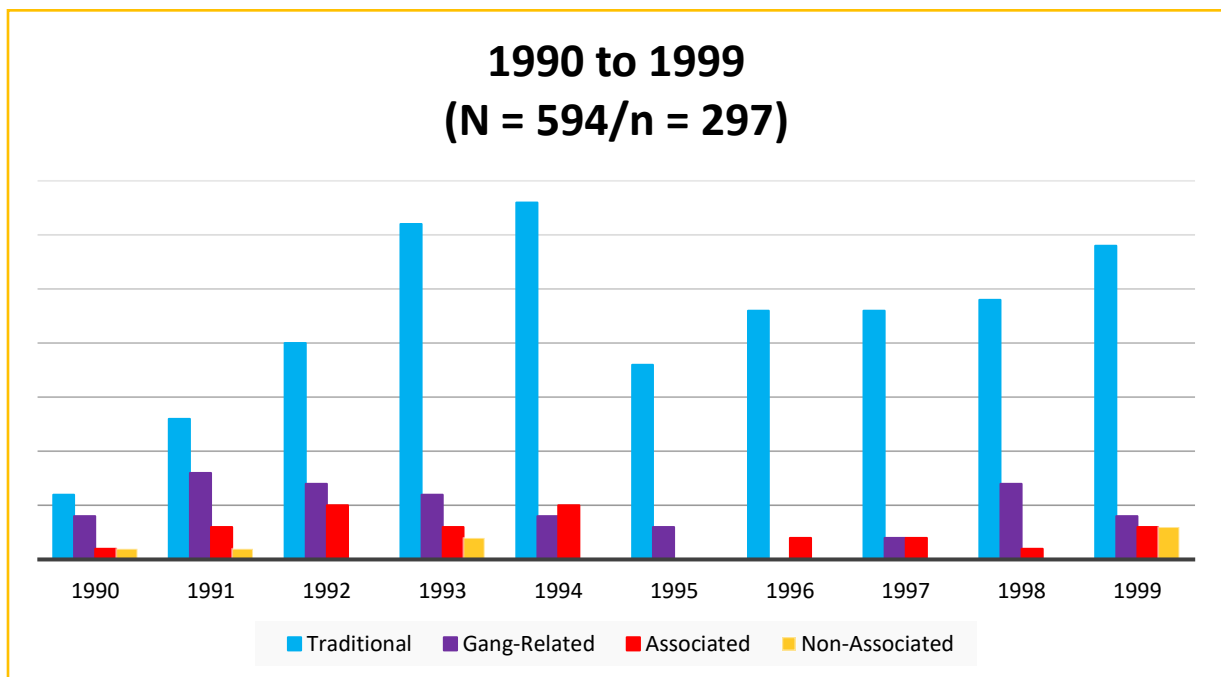


Chart EP.16. Incidents from 1990 to 1999 by Decade by Typologies

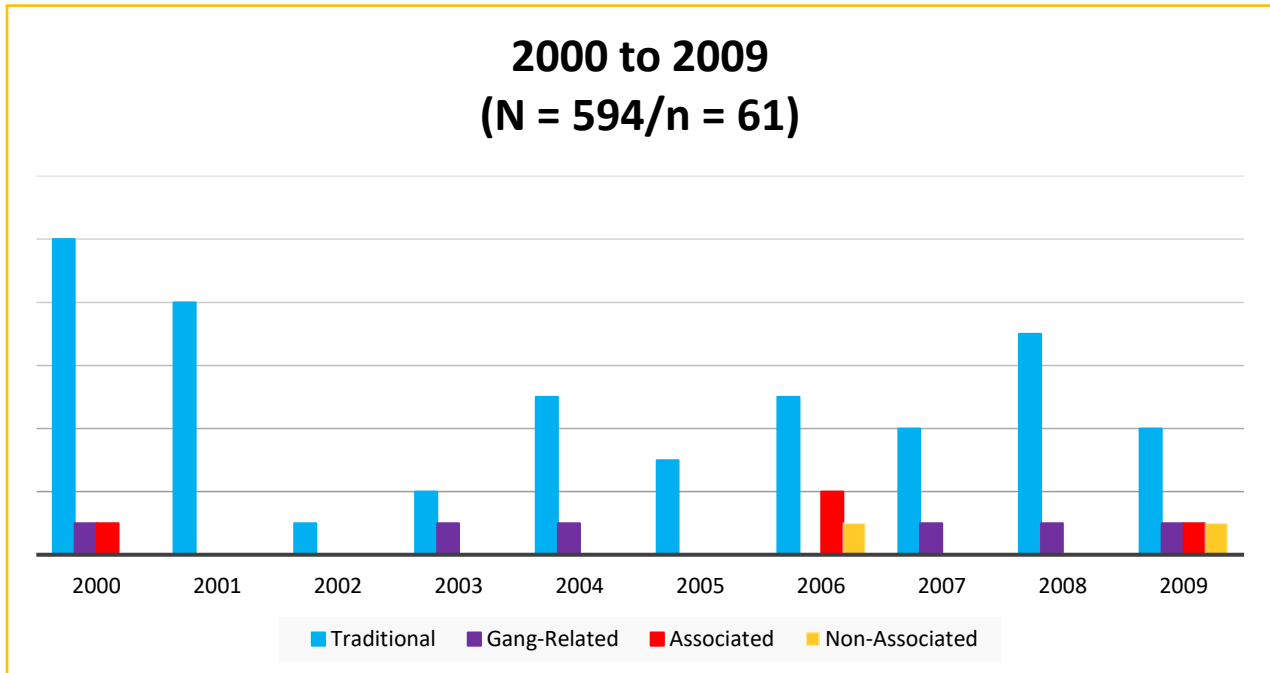


Chart EP.17. Incidents from 2000 to 2009 by Decade by Typologies

This final section examines the approximately 70 events committed from 2010 until November 30, 2015 (see chart E.18). This period appears to be supporting the idea that the number of school violence incidents may be on the up rise again. There were 44 *traditional* incidents during this period and 11 *gang-related*. *Associated* numbers made up 8 incidents and almost tied with *non-associated* at 7.

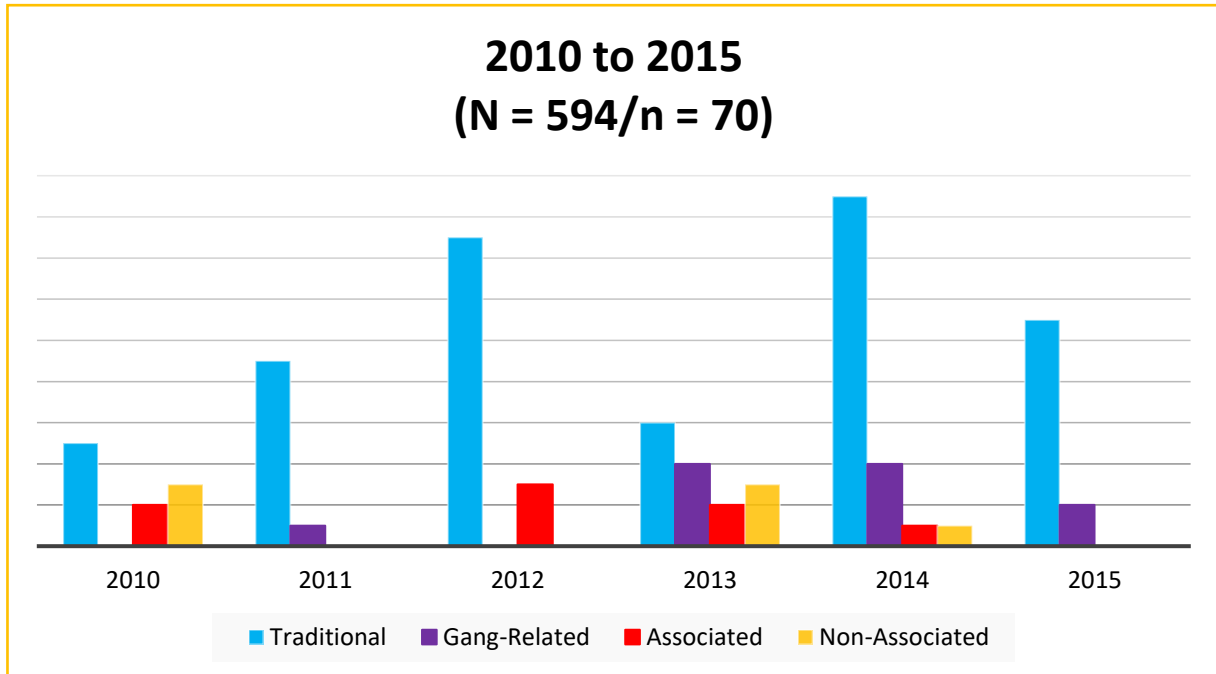


Chart EP.18. Incidents from 2010 to 2015 by Decade by Typologies

A COMPARISON OF ARREST RATES AND SCHOOL VIOLENCE INCIDENTS

As a final comparison for the reader, the final section of this book is a simple overview of American violent crime rates and school violence.

As will the detailed examination of the documented school violence events between 1960 and 2014, there was a spike in the 1990s in all types of violent behavior in the United States (see chart E.19). The above chart is data collected by the Uniform Crime Report as maintained by the Federal Bureau of Investigation. It is interesting to see support for the idea that violence in American society will always find its way into its schools.

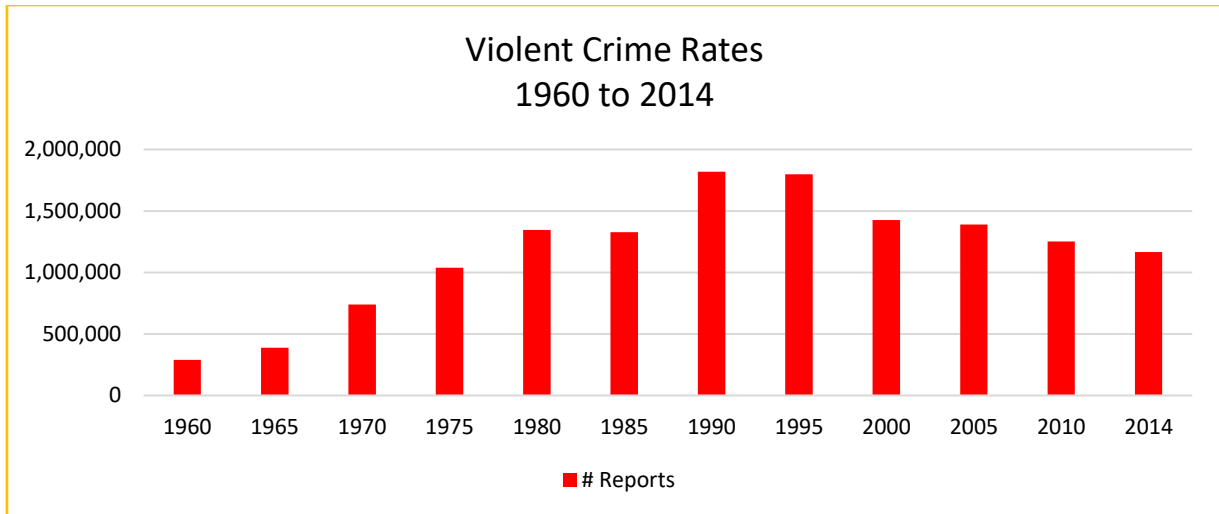


Chart EP.19. Violent Crime Rates 1960 to 2014

In comparing the overall school violence rates between 1960 and 2015, it is obvious that the trends are very similar. Drastic spikes in school violence in the 1990s mirrors that of the overall violence in American society.

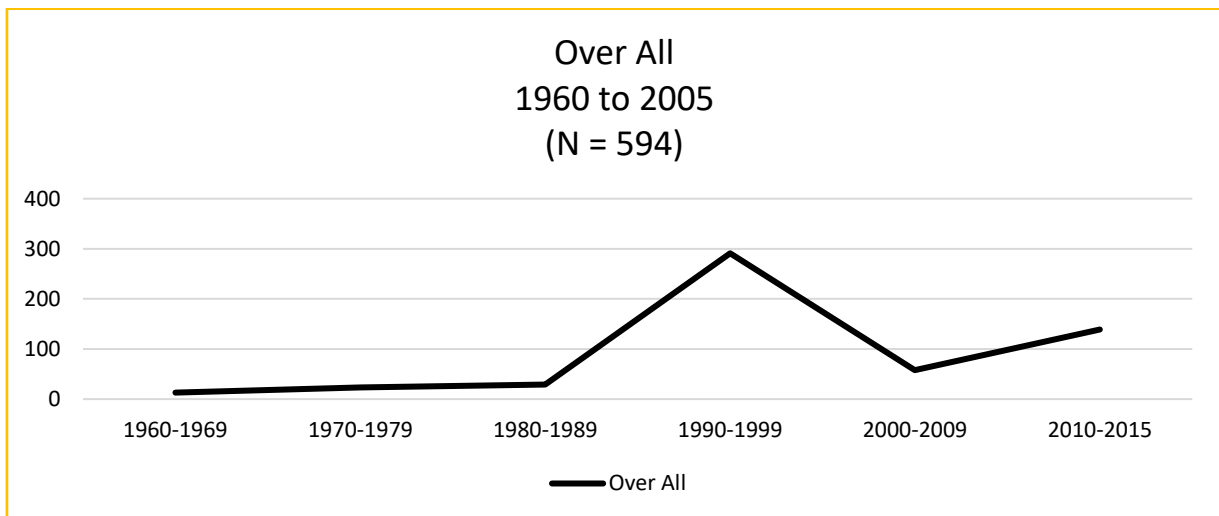


Chart EP.20. Over All School Violence Incidents 1700 to 2015

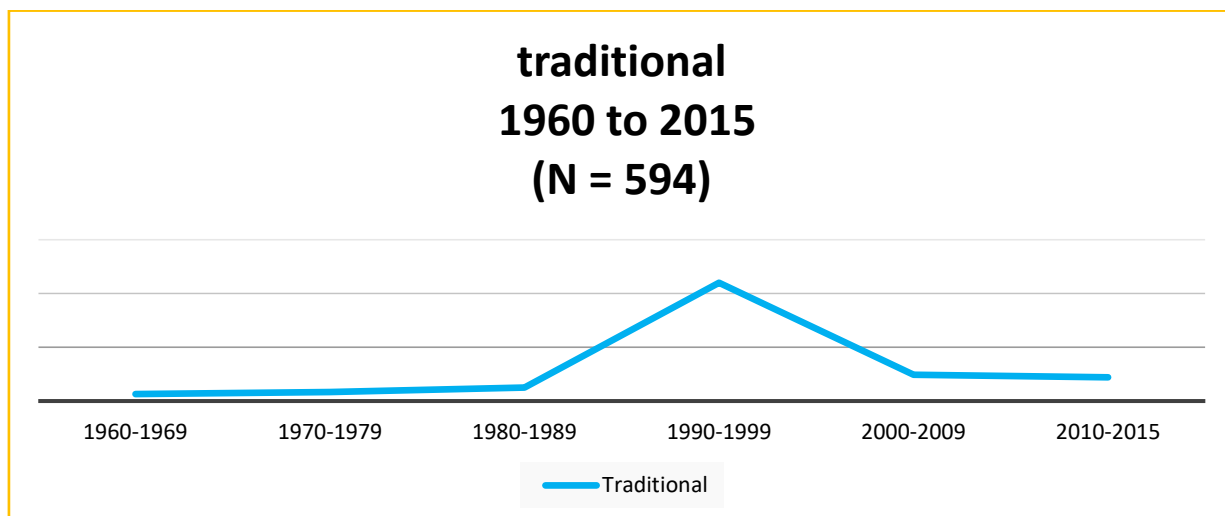


Chart EP.21. *Traditional* School Violence Incidents 1960 to 2015

This same trend is found in what the country experienced when it came to *traditional* types of school violence. *Traditional* type of perpetrators mirrored that of other types of violent offenders in American society historically.

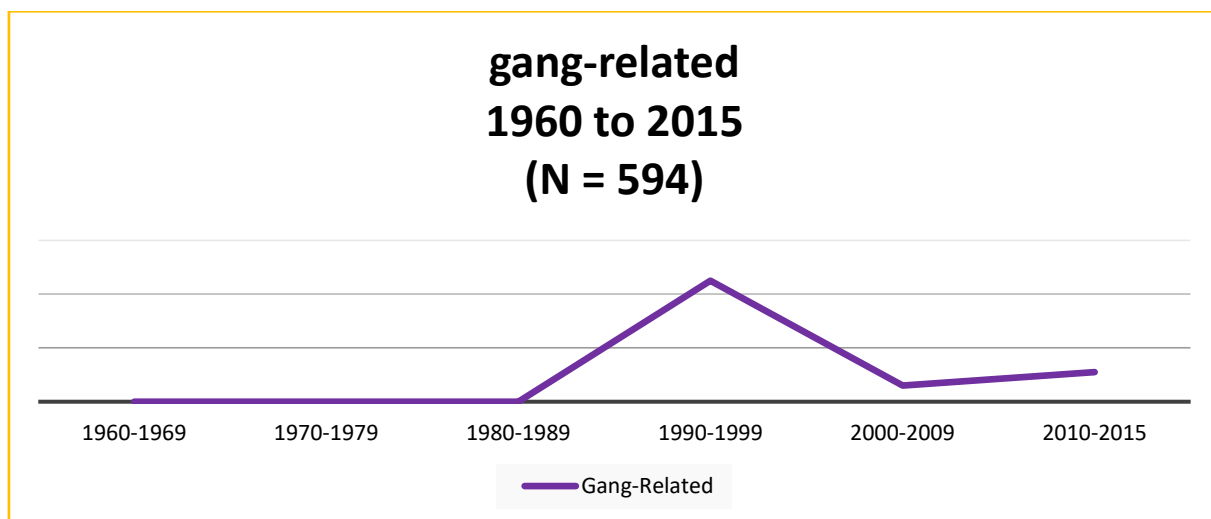


Chart EP.22. *Gang-related* School Violence Incidents 1960 to 2015

Gang-related types of offenses mirror these same trends. The 1990s experienced the largest amount of gang violence in history and made up the second largest amount of school violence events.

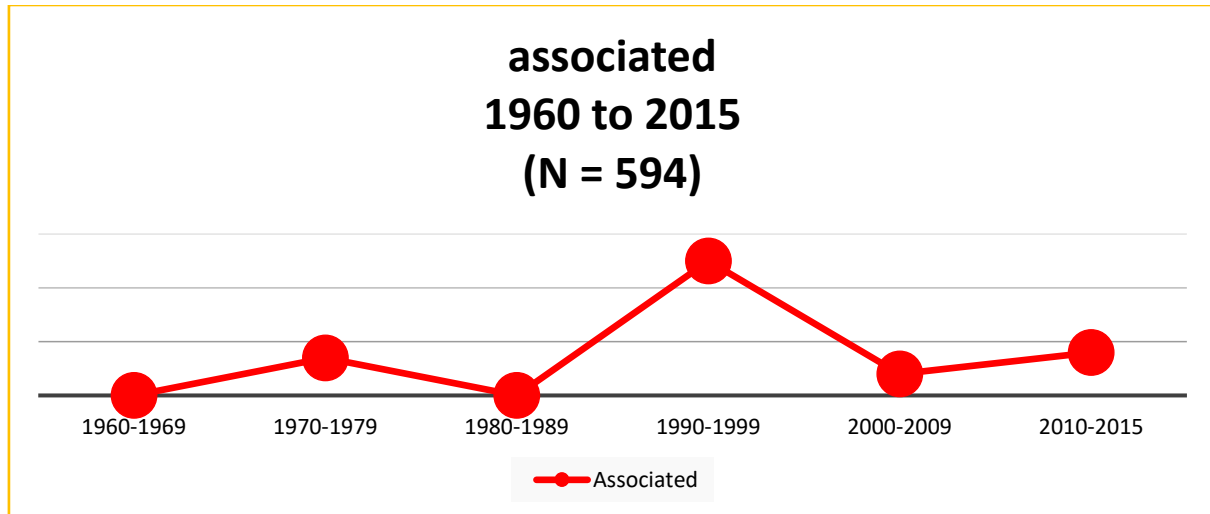


Chart EP.23. *Associated* School Violence Incidents 1960 to 2015

Experiencing only a slightly different finding in the 1970s, the *associated* type of school violence perpetrators' violence mirrored the trends of all other types of violence in America.

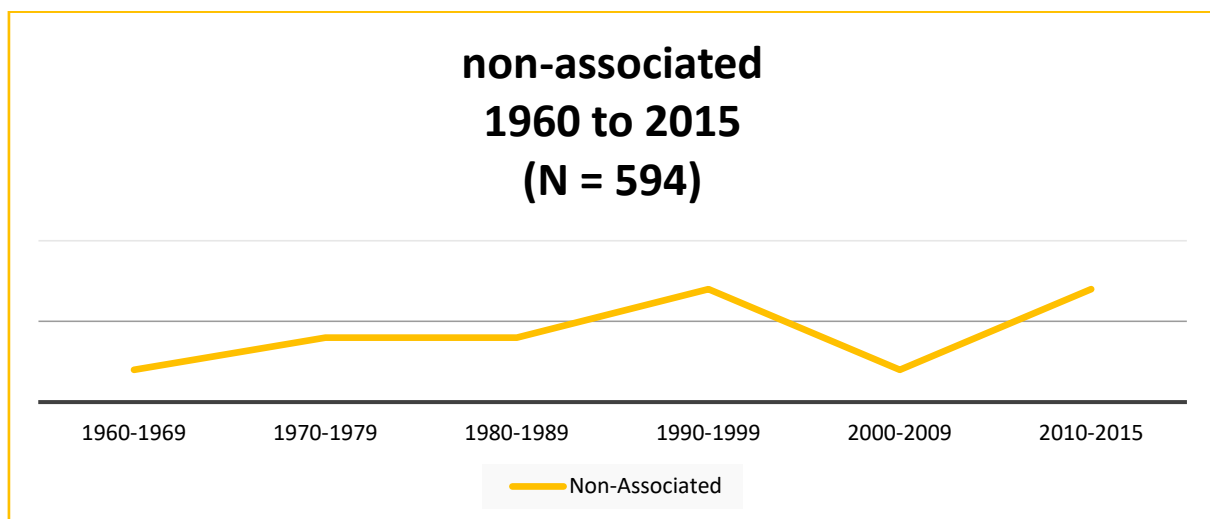


Chart EP.24. *Non-associated* School Violence Incidents 1960 to 2015

Finally, *non-associated* types of perpetrators mirrored the same violent trends. The most interesting finding in this time period is the drastic increase in the number of these events as the country closes 2015. The growing trend seems to be more and more people attacking K–12 schools of which they have no connection to except the desire to harm others.

CONCLUSION

In conclusion, juvenile violence has existed as long as there have been juveniles and school violence has existed since there were schools. The findings of this research support this comment. School violence has existed since the very first schoolhouses were established in the United States. Throughout history that have been attacked internally by their students and externally by those seeking revenge against a particular school or society as a whole.

Schools are significant factors in everyone's past, current, and future lives. One may currently be a student, a teacher, principle, staff member, or parent of a child who is attending a K–12 school in the United States. The impact that schools have in each person's life also involves the experiences that have while in school and the treatment they receive. Unfortunately, many decide to hurt themselves or others due to a myriad of issues. Schools also provide many easily accessible targets for those who wish to rob, assault, or kill young people. Small elementary schools are often the targets of individuals who wish to strike back at society by attacking those who are most vulnerable. Large urban schools experience large amounts of *gang-related* and street violence. The schools falling between the two often have students who are mistreated and bullied at home and at school.

The resulting violence should not surprise anyone.

It is hoped that the reader understands the attempts at distinguishing between 4 types of school violence perpetrators. Many insist on combining all types of school shootings/violence, therefore they often find one type of offender, committing one type of violent act, and therefore they determine there is one type of defense. This could not be further from the truth when examining K–12 school violence historically in the United States. Public mass shootings, university shootings, international shootings, and K–12 school shootings are not the same.

They have different catalysts, motivations, types of occurrence, and offenders. Thus, they must have different approaches, strategies, and responses.

It is hoped that this work can contribute to future attempts to deal positively, fairly, and effectively with school violence in American K–12 schools.

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About the Author

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Dr. Gordon A. Crews is a Professor of Criminal Justice & Criminology former Dean in the *School of Criminal Justice and Social Sciences* at Tiffin University (OH). He is also Founder and Executive Director of the *Center for Justice and Social Research* in Tiffin, Ohio. Prior to this position, he was a Professor of Criminal Justice & Criminology at Marshall University in Huntington, West Virginia.

Dr. Crews began his teaching career in 1990 as department head of the Criminal Justice & Paralegal program at *Sumter Area Technical College* (SC) at twenty-five years old while still in graduate school working towards his Master of Criminal Justice Degree. He would complete his first seven years of teaching at the community college level by then moving to *Midlands Technical College* (SC). Since 1997, Dr. Crews has served as a faculty member and/or academic administrator at the *University of South Carolina Beaufort* (SC), *Valdosta State University* (GA), *Jacksonville State University* (AL), *Roger Williams University* (RI), *Cameron University* (OK), *Washburn University* (KS), and *Marshall University* (WV).

In addition to over 27 years of post-secondary education experience, Dr. Crews has conducted POST certified law enforcement and correctional training in Arizona, Illinois, Indiana, Kansas, Missouri, Nebraska, Nevada, Ohio, Rhode Island, South Carolina, Texas, Washington, and Wisconsin, in the areas of proper policy and practice. He has also worked with the *Turkish National Police* and *Ghana National Police* on community policing initiatives.

He earned a Ph.D. in Education/Criminal Justice, a Graduate Certificate in Alcohol & Drug Studies, a Bachelor of Science in Criminal Justice, and Masters of Criminal Justice, from the *University of South Carolina* (SC). He served as Executive Counselor for the Juvenile Justice Section of the *Academy of Criminal Justice Sciences* and as former President and member of the Board of Directors for the *Southern Criminal Justice Association*. In 2008 he was appointed for a three year term as the Executive Director of the Secretariat for this same organization. In 2010 he had the honor of being appointed the first President of the charter *Phi Kappa Phi* (ΦΚΦ) National Honor Society Chapter, and in 2013 becoming the faculty advisor to his fraternity, *Delta Chi* (ΔΧ) at *Marshall University* (WV).

Prior to teaching, Dr. Crews worked in law enforcement (in South Carolina at *Richland Country Sheriff's Department* and *University of South Carolina Police Department* and in Georgia at *Floyd Country Sheriff's Department/Mount Berry College Police Department*) as a bloodhound/narcotics k-9 officer & trainer, field-training officer, and criminal investigator (*crimes against persons/sexual assault*); in corrections as a training and accreditation manager; and in insurance fraud as a private licensed investigator.

His publications include refereed journal articles and book chapters dealing with juvenile and school violence, Occult/Satanic involvement and youth, and various law enforcement and correctional issues. His books include *Faces of Violence in America* (Simon & Schuster, 1996);

The Evolution of School Disturbance in America: Colonial Times to Modern Day (Praeger, 1997); *A History of Correctional Violence: An Examination of Reported Causes of Riots and Disturbances* (American Correctional Association, 1998); *Chasing Shadows: Confronting Juvenile Violence in America* (Prentice Hall, 2001); *Living in Prison: A History of the Correctional System with an Insider's View* (Greenwood Publishers, 2004); *In the Margins: Special Populations and American Justice* (Prentice Hall, 2008); and, *Critical Examinations of School Violence and Disturbance in K-12 Education* (IGI Global, 2016). His most recent book is entitled, *School Killers Speak: School killers speak: A comprehensive examination of perpetrators, events, and characteristics of K-12 school violence in America* (The Veritas Group, 2016). Dr. Crews currently has two new books being published: *School violence in American K-12 Education* (IGI Global, 2018), and *The Death Row Cookbook: Food to Die For* (The Veritas Group, 2018).

Dr. Crews has myriad current research interests/efforts in the areas of violence and resulting societal reactions. A primary project as of 2013 is the interviewing and surveying of 78 incarcerated school violence (K-12) offenders across the United States. A secondary effort is in working on a new book with a convicted murderer on death row in South Carolina dealing with the realities of living in prison and being incarcerated in the United States. A third, and ongoing, focus is on an international comparison of police and societal response to individuals involved in alternative belief practices (e.g., Satanism, Wicca, Goth, etc.). Through these efforts, he currently has two manuscripts under development: *Juvenile Delinquency and Violence: Examining International Police and Societal Response* (CRC Press) and *The Complete Idiot's Guide to Living and Dying in Prison* (Alpha Books).

He is former President of the *Themis Center for Policy, Practice, & Research* (WV) and is currently President and owner of *The Veritas Group, LLC*, a consulting firm based out of Huntington, WV. Since 2000, he has conducted extensive field research in these areas across the United States, United Kingdom, Middle East, Netherlands, Central Europe, Scandinavia, Turkey, Ghana, Central and Eastern Europe (i.e., Macedonia, Bulgaria, Romania, Hungary, Slovakia, Austria, Czech Republic, Slovenia, Serbia, and Croatia). His most recent research was conducted in Brazil (2010), Japan (2011), and in the United Kingdom and the Republic of Ireland (2012).

Perhaps his most relevant experience which speaks to his ability as an effective expert witness in policing and correctional matters is his role as a lead police/correctional expert in a grant-funded review of police and correctional training curricula (state, county, and municipal) from more than 60 academies across the United States. This 3 year project involved evaluating all academy curricula and noting what courses were offered, their length and content, and other characteristics of the curricula, instructors, and academies. This work resulted in a complex statistical evaluation and recommendations to improve curricula and make training more effective. The results of this work have been presented at various regional and national conferences and are being developed into manuscripts for publication review in respected criminal justice journals.

Dr. Crews has also appeared as a consultant on national and international programming such as *CNN*, *MSNBC*, *Good Morning America*, *Anderson Cooper 360°*, *The Abrams Report*, *Nancy*

Grace, Gloria Van Susteren, African National Television, and Due Diligence on Voice of Russia Radio Network.

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Second Thoughts about Plans (chart 9.3)

Chapter 10: During the Violence

Thoughts about Death (chart 10.1)
Negative Feelings about Act (chart 10.2)
Negative Feelings about Self (chart 10.3)
Major feelings of Not in Control (chart 10.4)
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Major Worries (chart 10.6)
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Chapter 11: The Aftermath

Placing of Blame for Act (chart 11.1)
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Views of Self after Incarceration (chart 11.5)
Negative Feelings about Act (chart 11.6)
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Chapter 12: *Traditional School Violence Perpetrators*

Location and Time of Events of School Violence Incident (table 12.1)
The School Environment in which They Occur (table 12.2)
The School Violence Event (table 12.3)
Who Is the Perpetrator? (table 12.4)
Perpetrator's Traits and Issues (table 12.5)
Characteristics of Weapons Used and Injuries Incurred (table 12.6)
Charges, Trials, Pleas, Convictions, and Sentences (table 12.7)
Before the Decision to Commit Violence (table 12.8)
Planning the Violence (table 12.9)
During the Violence (table 12.10)

The Aftermath (table 12.11)

Chapter 13: **Gang-related School Violence Perpetrators**

Location and Time of Events of School Violence Incident (table 13.1)

The School Environment in Which They Occur (table 13.2)

The School Violence Event (table 13.3)

Who is the Perpetrator? (table 13.4)

Perpetrator's Traits and Issues (table 13.5)

Characteristics of Weapons Used and Injuries Incurred (table 13.6)

Charges, Trials, Pleas, Convictions, and Sentences (table 13.7)

Before the Decision to Commit Violence (table 13.8)

Planning the Violence (table 13.9)

During the Violence (table 13.10)

The Aftermath (table 13.11)

Chapter 14: **Associated School Violence Perpetrator**

Location and Time of Events of School Violence Incident (table 14.1)

The School Environment in which They Occur (table 14.2)

The School Violence Event (table 14.3)

Who Is the Perpetrator? (table 14.4)

Perpetrator's Traits and Issues (table 14.5)

Characteristics of Weapons Used and Injuries Incurred (table 14.6)

Charges, Trials, Pleas, Convictions, and Sentences (table 14.7)

Before the Decision to Commit Violence (table 14.8)

Planning the Violence (table 14.9)

During the Violence (table 14.10)

The Aftermath (table 14.11)

Chapter 15: **Non-associated School Violence Perpetrators**

Location and Time of Events of School Violence Incident (table 15.1)

The School Environment in Which They Occur (table 15.2)

The School Violence Event (table 15.3)

Who is the Perpetrator? (table 15.4)

Perpetrator's Traits and Issues (table 15.5)

Characteristics of Weapons Used and Injuries Incurred (table 15.6)

Charges, Trials, Pleas, Convictions, and Sentences (table 15.7)

Before the Decision to Commit Violence (table 15.8)

Planning the Violence (table 15.9)

During the Violence (table 15.10)

The Aftermath (table 15.11)

Epilogue—Question: Has it always been like this? Answer: Yes, sort of. . . .

Number of Documented School Violence Incidents from 1700 to 2015 (table E.1)
 Documented School Violence Incidents from 1700 to 1959 (chart E.1)
 Documented School Violence Incidents from 1960 to 2015 (chart E.2)
Traditional School Violence Incidents from 1700 to 2015 (chart E.3)
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Associated School Violence Incidents from 1700 to 2015 (chart E.5)
Non-associated School Violence Incidents from 1700 to 2015 (chart E.6)
 Incidents from 1700 to 1899 by Decade by Typologies (chart E.7)
 Incidents from 1900 to 1919 by Decade by Typologies (chart E.8)
 Incidents from 1920 to 1929 by Decade by Typologies (chart E.9)
 Incidents from 1930 to 1939 by Decade by Typologies (chart E.10)
 Incidents from 1940 to 1949 by Decade by Typologies (chart E.11)
 Incidents from 1950 to 1959 by Decade by Typologies (chart E.12)
 Incidents from 1960 to 1969 by Decade by Typologies (chart E.13)
 Incidents from 1970 to 1979 by Decade by Typologies (chart E.14)
 Incidents from 1980 to 1989 by Decade by Typologies (chart E.15)
 Incidents from 1990 to 1999 by Decade by Typologies (chart E.16)
 Incidents from 2000 to 2009 by Decade by Typologies (chart E.17)
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 Violent Crime Rates 1960 to 2014 (chart E.19)
 Over All School Violence Incidents 1700 to 2015 (chart E.20)
Traditional School Violence Incidents 1960 to 2015 (chart E.21)
Gang-related School Violence Incidents 1960 to 2015 (chart E.22)
Associated School Violence Incidents 1960 to 2015 (chart E.23)
Non-associated School Violence Incidents 1960 to 2015 (chart E.24)

APPENDICES

Comparison of All Types of School Violence Perpetrators

CHARACTERISTICS	TRADITIONAL	GANG RELATED	ASSOCIATED	NON-ASSOCIATED
Location and Time of Events of School Violence Incident				
Incidents by U.S. Census Bureau Regions	East: South Central East Region	Midwest: East North Central Region	Northeast: Mid-Atlantic Region	West: Pacific Region
Type of Developed Environment	Rural and Suburban	Urban	Suburban	Suburban and Urban
Month of Incident	March and May	January, October, and November	February and August	May and October
Day of Week	Friday	Monday	Wednesday, Thursday, and Friday	Monday and Friday
Time of School Day	Equally likely throughout the school day	Immediately following school day	Between 7:00 and 12:00pm	Between 8:00 to 12:00pm
The School Environment in which they will occur				
Level of School	High School	High School	High School and Elementary	Elementary and Preschool
Public vs. Private School	Public	Public	Public	Public
Was SRO Present At Incident?	No	No	No	No
Were Metal Detectors Present At Time of Incident?	No	No	No	No
Student Population	800+ students	1301+ students	300 to 500 students	20 to 100 students
Faculty Student Ratio	12 to 20 students per teacher	12 to 20 students per teacher	12 to 20 students per teacher	7 to 10 students per teacher
% of White Students	91 to 99%	2 to 10%	91 to 99%	11 to 24% or 91 to 99%
% of Black Students	2 to 10%	91 to 99%	2 to 10%	0 to 1% and 2 to 10%
% of Hispanic Students	0 to 1%	0 to 1%	0 to 1%	0 to 1% and 2 to 10%
% of Other Students	0 to 1%	0 to 1%	0 to 1%	0 to 1% and 60 to 70%
The School Violence Event				
Why Was School Chosen?	Specific target(s) at school	Specific target(s) at school	Specific target(s) at school	School was a symbol or incidental
Stated Reason for Incident	Yes	Yes	Yes	Yes
Length of Planning Period	24 hours or less	24 hours or less	1 week	1 week

Was Event <i>gang-related</i>?	No	Yes	No	No
Informed Other of Intentions	May or may not inform others of plans	May or may not inform others of plans	May or may not tell others of plan	May or may not have
Did Shooter Have Co-Conspirators?	No	No	No	No
Did Perpetrator Have List Of Targets?	May or may not have a list of targets	May or may not have list of targets	Yes	No
If List Existed, How Many On List?	1	1	1	0
Targets: Individual, Group, Multiple, or Random	Individual target	Individual target	Individual target	Random targets
Location of Incident in School	Hallway	Inside school grounds	Hallway	Inside school grounds
Length of Incident in Minutes	3 to 5 minutes	1 to 3 minutes	3 to 5 minutes	1 to 60 minutes
Number of Shots Fired	1 to 5	1 to 5	1 to 5	1 to 5
How Did Incident End?	May temporarily flee or surrender at scene	Flee scene and arrested later	Apprehended by police after struggle	Apprehended by police after struggle
Who is the Perpetrator?				
Relationship to School	Current student at school	Current student at school	Outsider with connection to school	Outsider with no contacts
Age of Perpetrator	14 to 15	19	19 to 27	16 to 55
Sex of Perpetrator	Male	Male	Male	Male
Race of Perpetrator	White	Black	White	White
Socioeconomic Status of Perpetrator	Lower	Lower	Lower and Middle	Middle to Upper Middle
Grade at Time of Incident	9 th Grade	11 th grade	Some had and some had not graduated, none in school	Completed high school
Body Build of Perpetrator	Average to Slight	Average	Average	Slight to Average
Birth Order of Perpetrator	Youngest	Youngest	Youngest	Youngest and Middle
Number of Siblings Living With Perpetrator	1	0	0	0
On Probation at Time of Incident	No	No	May or may not be on probation	No
Perpetrator's Traits and Issues				
Evidence of Prior Mental Health Issues	Yes	No	Yes	Yes
Taking Medications for Mental Health	Not at time of incident	Not at time of incident	Yes	No
Evidence of Physical Health	No	No	No	No

Issues				
Parental Situation at Time of Incident	traditional Two married parents	Single mother	Not living with parent	Not living with parents
Any Evidence of Family Dysfunction?	Yes	May or may not have family dysfunction	Yes	May or may not have family dysfunction
Any Evidence of Physical Parental Abuse or Neglect?	No	No	Yes	No
Any Evidence of Sexual Abuse?	No	No	No	No
Marital Status of Perpetrator at Time of Incident	Single	Single	Single	Single
Perpetrator Involved Regularly In Religious Activities?	No	No	No	No
Evidence of School Disciplinary Problems	Yes	May or may not have had school disciplinary problems	Not in school	Not in school
Any Evidence of Recent School Difficulties?	Yes	May or may not have recent school difficulties	Not in school	Not in school
Any Evidence of Perpetrator Being Bullied?	May or may not have been bullied	No	No	No
If Bullied, Why?	Multiple reasons	Intelligence and socioeconomic status	Intelligence	none
Any Evidence of Recent Broken Relationship?	May or may not have a recent broken relationship	No	May or may not have a recent broken relationship	May or may not have a recent broken relationship
Perpetrator on Drugs/Alcohol at Arrest?	No	No	No	No
Perpetrator Possessed Drugs at Arrest?	No	No	No	No
Any Evidence of Past Drug or Alcohol Use?	No	May or may not have had prior drug and alcohol use	No	No
Any Evidence Perpetrator Regularly Watched Violent Movies?	No	No	No	No
Any Evidence Perpetrator Read Books With Violent?	No	No	No	No
Any Evidence Perpetrator Played Violent Video?	No	No	No	No
Any Evidence Perpetrator Writing/Drawing Material with Violent Themes?	No	No	No	No

Characteristics of Weapons Used and Injuries Incurred				
Were Weapons Readily Available To Shooter?	Yes	Yes	Yes	Yes
Where Was Gun/Weapon Obtained?	Stolen from parents	From friend	Stolen, gifts, and/or legally owned	Gift from family or legally owned
Number of Weapons	1	1	1	1
Rounds of Ammunition Available	1 to 10	1 to 10	1 to 10	1 to 200
Types of Weapons Used	.22 caliber pistol	9mm pistol	.22 caliber pistol, .45 caliber pistol, AK-47, 12 gauge Shotgun, .44 caliber rifle, Machete, and baseball bat	.22 caliber pistol, .22 caliber rifle, knife, vehicle, and propane tank
Number of Potential Victims	900+	2 to 10	41 to 50	21 to 300
Killed or Injured Anyone outside School before or After School Incident	No	No	No	no
Number Killed	1	1	1	0
Number Injured	0	1	1	1 to 5
Charges, Trials, Pleas, Convictions, and Sentences				
Number of Different Charges	1 to 5	1 to 5	1 to 5	1 to 5
Type of Trial	Jury Trial	Jury Trial	Jury Trial	Jury Trial
Was There A Plea Bargain?	May or may not ultimately take a plea agreement	No	No	No
Not Guilty By Reason Of Insanity as Defense at Trial or In Plea Agreement	No	No	Yes	Yes
Guilty but Mentally ill As Defense at Trial or In Plea Agreement	No	No	No	No
Conviction Counts	1 st Degree Murder	1 st Degree Murder, Weapons Charges, and	1 st Degree Murder	Attempted Murder, Kidnapping, and Other Charges

		Other Charges		
Number of Conviction Counts	Most often 1	2 to 4 different charges	1	1 to 5
Original Sentence Received	Term of years	Terms of years	Terms of years and Life without Parole	Terms of years and Life without Parole
Minimum Number of Years Sentenced	21 to 25	16 to 20	16 to 20	21 to 35
Maximum Number of Years Sentenced	21 to 35	41 to 75	Life	21 to Life
Eligible for Parole	Yes	Yes	May or may not be eligible	May or may not be eligible
Before the Decision to Commit Violence				
View of Self	Issues with handling conflict	Anti-authority, frustrated easily, and impulsive	Little concern or compassion for others	Issues with conflict and authority
Lack of Self Confidence	Feels very little compassion or concern for others	With other students and school performance	Romantic relationships	Lack of self-confidence with all
Unsure Of Role	Unsure of role with other students	Unsure of role with friends	Unsure of role with peer ground	Unsure of role with all
Perceived As a Leader	Does not feel anyone sees them as a leader	Feels they are seen as a leader	Does not feel anyone sees them as a leader	Does not feel anyone sees them as a leader
Perceived Importance	Does not feel important to others	Feels they are important to others	Does not feel important to others	Does not feel important to others
Feelings of Being Threatened	Feels threatened physically by others	Feels threatened physically by others	Feels Reputation is threatened	Threatened by all
Feelings of Being Ignored	Feels like they are ignored by everyone	Does not feel ignored	Feels ignored By family	Feels like they are ignored by everyone
Needs Ignored	Feels like their needs are ignored by everyone	Feels ignored by family	Feels ignored By friends	Feels ignored by all
Feelings of Being Ridiculed	Feels ridiculed for physical appearance	Feels Ridiculed for family status	Feels ridiculed For physical appearance	Feels ridiculed by all
Feelings of Not Being Valued	Feels not valued by anyone	Feels not valued by teachers	Feels not valued By family	Feels not valued by anyone
Issues in Suffering	Reports they are suffering from	Depression, being alone, and low self-esteem	Depression and suicidal thoughts	Suffering from multiple psychological

	depression			issues
Isolation	Feels isolated from everyone	Feels Isolated from family	Feels Isolated from friends and family	Feels isolated from everyone
Disrespect	Feels disrespected by everyone	Feels Disrespected by other students	Feels Disrespected by students	Feels disrespected by everyone
Feeling Labeled	Reports being labeled in many ways by others	Labeled as an outsider by many	Labeled as Geek/weirdo by many	Reports being labeled in many ways by others
Feelings about Parents	Feels parents are not supported and neglects them	Unsupported by parents	Unsupported and dominated by parents	Disrespected and unsupported by parents
Bullying	Many report being bullied, but not being a bully themselves	Not a bully	Not bullied	Bullied in school
Punished Unfairly	Feels punished unfairly by everyone	Feels Punished by parents and teachers	Feels punished By parents	Feels punished By teachers and parents
Physical Abuse	May have been abused by a family member	By a family member	Family member	By family member
Sexual Abuse	Most are not sexually abused	By a stranger	Family and stranger	By family member
Emotional Abuse	Most are not emotionally abused	Report from a family member	Report from a family member	Report from a stranger
Influences	Most not influenced by violent media	Influenced by media	Not influenced	Slight media influence
Under The Influence	Not under the influence at time of event	Marijuana	Another person's prescription medication	Marijuana, hard drugs, and alcohol
Dealing with Loss	May be dealing with recent loss of important relationship	Loss of a family member	Loss of special relationship and family member	No loss
Fighting	Fighting with people at home and at school	Fighting with other students	Other students in past	Fighting with all
Seeking Revenge	Most seeking revenge for harm received by another student	Seeking revenge for harm to friend	Revenge for family	No revenge mentioned
Seeking Personal Respect	Seeking respect from other students	Seeking respect from friends	Seeking respect From friends and family	No
Gang Involvement	No gang involvement	Very heavy gang involvement at all levels	none	No

Happiness Issues	Not happy with home or school life	Hating home life, other students, and everyone	Unhappy with society	Unhappy with all
Planning the Violence				
Concerned about during planning stage	Very few concerned about consequences for others	Worried about loved ones	Concerned about loved ones	No concerns
Thoughts about Plans	Getting revenge and act must be done	Getting revenge	Act must be done	Must be done and worried plans are good enough
Second Thoughts about Plans	Feeling very nervous and afraid	Feeling nervous about plans	Feeling nervous	Afraid and nervous
During the Violence				
Thoughts about Death	Wanting to die before or during event	Had fear of own death	Wanting to die	Hoping to die
Negative Feelings	Feeling powerful during event	Feeling powerful	Will be praised by others	none reported
Not In Control	Feeling not in control and an unreal experience	Feeling panic	Not in control at all	Not in control at all
Worried About	A few are worried about their loved ones	Worried about loved ones	Worried about School and community	Not worried
The Aftermath				
Placing of Blame for Act	Blaming others for act	Blames victim for act	Blames family	Blames family, friends, and teachers
Feelings about Reality	Realizing reality of event and situation	Realizing the reality of their situation	Worried about unintended victims	Thinking a lot about past
Thoughts about Future	Worried about ever getting out of prison	Worried about ever getting out of prison	After release and how viewed by family	Not thinking of future
Views of Self	Feeling numb	Feels it was all a dream	Sense of relief	All unreal and numb
Negative Feelings about Act	Felt as if they needed to do what they did	Worried that he missed an intended victim	Did not achieve goals	Did not achieve goals
Negative Feelings about Self	Worried about going to prison and wishing	Worrying about being sent to prison	Completing suicide	Should have forced them to kill them

	they had died during event			

Comprehensive United States K-12 School Violence Incident List (1700 -2015)

Date and Day of Week	Offender Information (name, gender, age, & race)	Name of School and Location	Weapon(s) Used	Number of Injuries (killed/wounded)	Brief Scenario
July 6, 1764 Friday	4 Lenape (Delaware) Native Americans, males	Pontiac's Rebellion School; Three miles north of present day Greencastle, PA	Gun and tomahawk	11 killed, 1 injured	Four Native Americans entered the school house near present day Green Castle, Pennsylvania, shot all twelve people inside, and then proceeded to scalp them.
November 2, 1853 Wednesday	Matthew Ward, male, 13, Caucasian	Louisville High School; Louisville, Kentucky	Pistol	1 killed	Matthew Ward brought a pistol to school and shot the principal for excessively punishing his brother the day before.
September 11, 1859 Sunday	Edward Carpenter, male, Caucasian	Oakland, California	Gun (not specified)	1 killed	Edward Carpenter accidentally shot himself while hunting on campus. He was one of the few students permitted to carry a firearm on campus.
June 8, 1867 Tuesday	Arthur Wellington Day, male, 13, Caucasian	Public School 18; New York City, New York	Pistol	1 injured	Wellington brought a loaded and capped pistol to school for the purposes of shooting a dog. When he thrust a slate-pencil in his pocket, the gun accidentally discharged and hit a classmate.
December 22, 1868 Tuesday	Cyrus Hutchinson Male, Caucasian	Chattanooga, Tennessee	Gun (not specified)	3 killed	Hutchinson refused to be paddled, left school, and came back the next day with his brother and cousin to seek revenge. The teacher, Mr. Beane, was not at school that day, so the boys went to his house where a shootout occurred.
June 23, 1871 Friday	Chauncey Barns, male Caucasian	Stone Lake School House; Lagrange, Indiana	Revolver	1 killed	Anna Dwight was shot to death by Chauncey, who then shot himself in the head. He and his

					female companion were arrested while he was reloading his revolver.
March 9, 1873 Friday	George Hall, male, 19, yellow complexion	Salisbury, Maryland	Gun (not specified)	1 killed	Ms. Shockley was walking with four young children when she was shot by Mr. Hall, who was looking for her brother that had not attended school that day.
May 24, 1879 Saturday	Frank Shugart, male, Caucasian	Reform School; Lancaster, New York	Revolver	1 injured	While a carriage of female students were pulling out of the school's stables, Shugart shot and severely injured Mr. Carr, the superintendent of the stables when Carr told Shugart he could not enter the carriage because it was already full.
January 21, 1882 Saturday	James E. McBride, 17, male, Caucasian	McBride School House; Red Bud, Illinois	Knife	1 killed	After being struck in the face by his teacher, Robert Bailey, McBride stabbed him several times with the knife he was using to sharpen his pencil.
March 6, 1884 Thursday	William Nangle, male, 14, Caucasian & Sidney Duncan, male, 12, Caucasian	Concord Street School House, Boston, Massachusetts	Gun (not specified)	No injuries or deaths	Police were sent to investigate suspicious activity around the school. The boys (five or six were not captured) scattered, and one fired at the officers.
March 15, 1884 Saturday	Group of Jackson County Farmers, various ages, male, Caucasian	Female Academy; Jackson County, Georgia	Revolvers	No injuries or deaths	A group of drunk farmers left a tavern and began going around town shooting their revolvers. When the female students fled from the school yard back into the school, the farmers followed them and began shooting at the door.
July 4, 1886 Sunday	Emma Connelly, female, Caucasian	Charleston, South Carolina	Gun (not specified)	1 killed	Connelly shot a fellow male student because she did not believe paddling was a sufficient punishment for calling her names.
August 27, 1886 Friday	John Griffith, 15, male, Caucasian	Charleston, West Virginia (Near the Jackson County line)	Knife	1 injured	Griffith brought a knife and rocks to school after being reprimanded by his teacher, James Kiser. Griffith

					stabbed Kiser several times during a struggle that ensued after Kiser had been warned.
April 12, 1887 Tuesday	Edwin B. Bush	Postdam Normal School; Watertown, New York	Gun (not specified)	1 killed	Bush shot himself in the head while in the school.
June 12, 1887 Thursday	Will Guess, male, Caucasian	Cleveland, Tennessee	Rifle	1 killed	Guess shot Irene Fann because she whipped his little sister the previous day for disobeying school rules.
May 17, 1889 Friday	Oswald C. Allen, male, Caucasian	Washington D.C.	Gun (not specified)	2 killed (one being the attacker)	Allen shot his wife, Sarah Allen, in front of her third-grade class because she was leaving him. Allen then shot himself.
June 13, 1889 Thursday	Charles Crawford, male, Caucasian	New Brunswick, New Jersey	Pistol	No injuries or deaths	Crawford fired a pistol into a school window because he was upset over and argument with a school trustee.
April 24, 1890 Thursday	Ben Corberry, male, white	Meridian Street School; Brazil, Indiana	Revolver	1 killed	Corberry shot Cora Brubach in the face after she informed the teacher of his misconduct.
April 9, 1891 Thursday	James Foster, male, 70, Caucasian	St. Mary's Parochial School; Newburgh, New York	Shotgun	Several students injured	Foster fired at a group of students into the playground of St. Mary's Parochial School. This was the first mass shooting in the U.S. where students were shot by an American citizen.
December 21, 1898 Wednesday	Samuel Jacobson, male, 8, Caucasian	Grammar School 85; New York City, New York	Knife	1 injured	Jacobson, stabbed 8-year-old Han Pietze with a pocket knife. It was said that the two often quarreled.
December 28, 1898 Wednesday	Harry Garvey, male	Sioux City, Iowa	Revolver	2 killed (1 being the attacker)	Garvey lured May Thomas, a teacher whom he had a crush on, out of the school house. When she refused his advances, he shot her and then himself.
May 12, 1900 Saturday	Herbert Horton, male, 26	Danbury, Connecticut	Revolver	1 killed	Horton as stalking teacher Lillian Owen and was refused by her. He then demanded entry or would kill himself, then killed himself.
September 3, 1900 Wednesday	H.C. Branstetter, male	Boise, Idaho	Gun	none killed or injured	During school board committee elections,

					Branstetter shot at H.B. Eastman, but the gun was struck down and the weapon snatched.
February 26, 1902 Wednesday	Fletcher R. Barnett, male	Camargo, Illinois	Gun, then later used shotgun	3 killed	Barnett killed Eva C. Wiseman because she would not marry him. He attempted suicide 1st, and later drowned himself.
February 24, 1903 Tuesday	Reuben Pitts, male	Inman High School; Inman, South Carolina	Pistol	1 killed	Edward Foster jerked a rod from teacher to resist punishment, but teacher said he drew pistol in defense and accidentally fired. Pitts was acquitted.
July 21, 1903 Tuesday	James Barrett, male, African American & Mack Howard, male	Cave Run High School; Jackson, Kentucky	2 pistols	3 killed	The two offenders fought over card game, dueled with pistols, and accidentally killed another student.
April 6, 1904 Wednesday	Henry Schaze, male	Chicago, Illinois	Revolver	1 killed	Two students, Henry and Paul, had been fighting over a girl. Henry then killed Paul.
September 27, 1904 Tuesday	William Kling, male	Mount Ayr, Iowa	Gun	1 killed	Two school directors got into a heated discussion. When Samuel Egly threatened him with a knife, Kling killed him.
November 16, 1904 Wednesday	Charles Colby, male	Indian School; Riverside, California	Pistol	2 killed	A gun fight broke out between pupils. Colby was hit in the head with a pistol, then killed Tom Bucanoros and Fred Smith.
December 16, 1904 Friday	J.E. Woodward, male	Magee, Mississippi	Pistol	1 killed	E.E. Mangum remonstrated with Woodward because he had severely whipped his son. He lost his temper and shot through Woodward's wrist, and Woodward was then handed a pistol by a bystander and killed him.
February 9, 1905 Thursday	Elmer Hildreth, male, 17	Colusa, California	Gun	1 killed	After being suspended from school, Hildreth got into a heated confrontation with William Ingram who grabbed an ax and went after him. Hildreth ordered him to stop, but he kept coming, so he

					killed him.
July 31, 1905 Monday	Painters, male	Tempe public schools; Tempe, Arizona	Revolver	1 killed	The principal, S.O. Lewis, was killed by painters (self-inflicted gunshot to the temple) with his own revolver.
September 12, 1905 Tuesday	Ernest Powers, male, 15	Athens, Tennessee	Knife	1 killed	Powers killed his teacher Elbert Wattanbarger when he attempted to whip him for throwing stones.
August 8, 1906 Wednesday	Jacob Frei, male, 40	Parrington School House; Covelo, California	Gun	1 killed	Frei was making a delivery to the town the night before, and the next morning was found dead next to the school by the school children.
October 10, 1906 Wednesday	Harry Smith, male, 25	South Euclid School; Cleveland, Ohio	Revolver	2 killed	Smith killed teacher Mary Shepard after she had rejected him, then he committed suicide.
March 23, 1907 Saturday	George Nicholson, male	Carmi, Illinois	Revolver	1 killed	Nicholson killed John Kurd during a school rehearsal after he made a disparaging remark about Nicholson's daughter.
December 20, 1907 Friday	Joseph Boucher, male, 10-11	Dayton school district; Chico, California	Small caliber rifle	1 killed	Arthur Roberts was accidentally shot during a military drill for Christmas entertainment practice.
March 11, 1908 Wednesday	Sarah Chamberlain Weed, female	Laurens school; Boston, Massachusetts	Revolver	2 killed	Elizabeth Hardee was shot to death, and then Chamberlain killed herself.
March 20, 1908 Friday	Ruth Sargent, female, 13	San Pedro Street public school; Los Angeles, California	Revolver	1 killed	Sargent shot herself because she was distraught over the workload at school.
February 12, 1909 Friday	Demetri Teraschinko, male, 49	San Francisco, California	Revolver	1 killed	Dorothy Malakanoff was killed when she arrived at school because she wouldn't elope with Teraschinko, then he shot himself in a failed suicide attempt.
March 19, 1909 Friday	Roy Slater, male	Mount Vernon, Illinois	Gun	1 wounded	During a school performance John Moake, portraying the villain was wounded by the cartridge that was thought to have been blank.

June 10, 1909 Thursday	Walter Harris, male, 11	Trinidad, Colorado	Gun	1 killed	Harris accidentally shot his teacher B.C. Briggs in the head while on a school field trip.
August 18, 1909 Wednesday	Six Males	Fruitvale School; Bakersfield, California	Gun	none were injured or killed	After dove hunting, six young men deliberately shot out the glass in the doors and windows narrowly missing several children.
September 11, 1909 Saturday	A.T. Kelly, male	Bear Hollow School; Gravette, Arkansas	Gun	1 killed	John Butram, a student, announced to the students school was cancelled. When the teacher said the lesson was not over, Butram drew a knife on the teacher, and the teacher killed him.
January 12, 1910 Wednesday	Unknown male	Harlem School; New York, New York	Gun	1 killed, 1 wounded	Students were taunting him, so he fired five shots into a crowd hitting two kids.
March 10, 1910 Thursday	Albert Brown and Eugene Griffin, males	Preston School Industry; Ione, California	Gun	0	Brown and Griffin tried to escape and shot at Captain William White as he was in pursuit. He was later sent to a penitentiary.
August 16, 1910 Tuesday	Unknown	Lexington, Kentucky	Gun	1 killed Others were wounded	A fight broke out during school elections, and Lewis Napier was killed. Others were wounded.
April 27, 1911 Thursday	Miss Reedy, female	Manhattan, Kansas	Revolver	1 killed	During a school play rehearsal, a revolver was accidentally loaded by a boy who tried to shoot a bird with it the day before. Reedy said it wasn't and pointed it at a girl and killed her.
January 10, 1912 Wednesday	Sylvester E. Adams, male	Warrenville, Illinois	Gun	2 killed	At a schoolhouse, Adams killed Edith Smith after she rejected his advances. He then killed himself.
January 31, 1912 Wednesday	Wong She, male, 10, Asian	Oriental School; San Francisco, California	Gun	1 killed	When a brawl between white and Chinese students broke out, James Kane was killed.
January 17, 1913 Friday	Manuel Fernandez, male	Honolulu, Hawaii	Shotgun	2 killed, 1 wounded	Fernandez entered the classroom and killed his wife because he was jealous. Seven children were hit by the scattering

					buckshot. He then killed himself.
March 27, 1919 Thursday	Robert Warner, male, 19	Rentschler school; Lodi Township, Michigan	Gun	1 killed	Teacher Irma Caler was killed because she had rejected Warner's advances.
February 15, 1927 Tuesday	Thomas J O'Donnell, Jr., male	Hempstead High School	.25 caliber automatic of foreign make	1 killed	Thomas J O'Dell committed suicide in his school auditorium. In his suicide letter, he said he wanted to reduce the financial burden of his family.
May 18, 1927 Wednesday	Andrew Kehoe, male, Caucasian	Bath Consolidated School; Bath Township, Michigan	Bombs	45 deaths, 58 injured	Andrew Kehoe was the school's treasurer. He was having financial problems at home because of property taxes. On May 18, 1927 he killed his wife before setting bombs off at the house and leaving to head to the school. At the school, he had spent weeks planting bombs in the basement of the school. The bombs in the North Wing detonated on time, but the South Wing didn't go off. Kehoe pulled up to the school at 10:15 after the explosions and set off his car bomb killing himself and several others. It was the largest school massacre to date.
May 22, 1930 Thursday	Douglas Peterson, male, 24, Caucasian	Name of school unknown; Ringe, Minnesota	Rifle	1 killed	A young teacher, Margaret Wegman, was killed by Peterson because she did not have feelings for him.
May 28, 1931 Thursday	James Merriman, male, 16, Caucasian	Duluth, Minnesota	Revolver	1 killed	Katherine McMillen was accidentally shot by a pupil and killed instantly. The gun was given to Merriman by another student for a school play; he was under the impression that the gun was not loaded.
February 15, 1933 Wednesday	Dr. Vernon Blythe, male, 35, Caucasian	Gallatin Grammar School; Downey, California	Gun	3 killed (including the attacker)	Blythe went to the school where his wife was a teacher, shot his wife, Eleanor, and his 8 year-old son, Robert to death. He then

					attempted to kill his 12 year-old son, Vernon, but was unsuccessful. His wife had filed for divorce before the attack.
February 2, 1934 Friday	Herman Seick, male, 28, Caucasian	Monroe School No. 2; Harlan, Iowa	Shotgun	2 killed (including the attacker)	Seick shot Margaret Graves in her classroom, in front of twenty students before shooting himself. Ms. Graves was his former suitor.
September 14, 1934 Friday	Unsolved	Northfield Mount Herman School; Gill, Massachusetts	Shotgun	1 killed	Elliott Speer, the Headmaster, was shot through a window. This crime is still unsolved.
March 27, 1935 Wednesday	Harry McGill, male, 28, Caucasian	Manlon School; Medora, North Dakota	Gun	1 killed	Emily Hartl, a teacher at the Manlon school, was shot and killed at the school because she rejected McGill as a suitor. He then committed suicide.
May 7, 1935 Tuesday	Dr. Paul Kyle, male, 78, Caucasian	Kyle School for Boys; Irvington, New York	Shotgun	1 killed	Dr. Paul Kyle, the head of the school, committed suicide because a former pupil's mother didn't reciprocate his feelings for her.
June 4, 1937 Friday	Kent Loessler, male, 17, Caucasian	Isabel High School; Isabel, Kansas	Revolver	1 Killed	Robert Douthitt was accidentally shot during practice for a school play. The gun was loaded with live ammo instead of blanks like Kent Loessler thought.
September 24 1937 Friday	Robert Snyder, male, 12, Caucasian	Arlington Public School; Toledo, Ohio	Gun	2 injured (one being the attacker)	Snyder shot and wounded his principal, June Mapes, in her office after she refused to call in another student. Snyder then fled and attempted suicide but was unsuccessful.
May 6, 1940 Monday	Verlin Spencer, male, 38, Caucasian	South Pasadena Junior High School; South Pasadena, California	Pistol including 50 rounds of ammunition	5 killed, 2 wounded, and shooter wounded	Verlin Spencer, the principal of a Californian junior high school, was informed that he would not be rehired the following year. As a result, Spencer went to the administrative offices and shot five administrators and wounded two others.

May 23, 1940 Thursday	Matthew Gillespie, male, 62, Caucasian	Dwight School For Girls; New York, NY	Pistol	1 wounded	Matthew Gillespie, a school janitor, shot and severely wounded Mrs. Marshall Coxe who was the secretary at the junior school. It was reported that the head of the junior school had reprimanded him for drinking in his home on campus a few days prior. However, the woman he wounded was not involved in the scolding.
July 4, 1940 Thursday	Joseph Moshell, male, 47, Caucasian	St. Mary's-In-The- Field High School (House of Mercy); Valhalla, NY	Pistol	1 killed, shooter wounded	Because Joseph Moshell's fifteen- year-old daughter Melba refused to come home from her Episcopal school, he shot her in the presence of a nun.
September 12, 1940 Thursday	William Kuhns, male, 35, Caucasian	Temporary school; Uniontown, PA	Revolver	1 killed, shooter wounded	After Carolyn Dellamea told William Kuhns that she had to end their relationship because he was married, he came into her elementary school classroom and shot her. He also tried to commit suicide but was unsuccessful.
October 25, 1940 Friday	Guy Willie Ponder, male, 27, Caucasian	Holy Name School; Cincinnati, OH	Butcher knife	1 killed	Clarence Stevens, a 10-year-old student, was dragged into a store room where Ponder stabbed him and slashed his throat.
October 2, 1942 Friday	Neil Simonelli, male, 16, Caucasian and Joseph Annunziata, male, 19, Caucasian	William J. Gaynor High School; New York, NY	Pistol	1 killed	Although not enrolled in school, Simoneili and Annunziata came back to cause trouble for the day. Not far from Goodman's classroom, the two smoked in the washroom and sent a younger student to inform the teacher. They were taken to the principal's office and then ordered to leave the building. However, both boys returned back to Goodman with a pistol, and when the gun didn't shoot for Simoneili, Annunziata shot

					him instead.
February 22, 1943 Monday	Harry Wyman, male, 13, Caucasian	Harvey School; Port Chester, NY	Rifle (owned by school)	1 killed	Harry Wyman, a Czech refugee, shot himself in the workshop room of the school.
May 28, 1943 Friday	Thomas Celestine, male, 16, Caucasian	Brownsville Junior High School; Brownsville, PA	Pocket-knife	1 killed	Celestine stabbed a fellow student, Ettra Cimaglia, in the heart during a fight by the gymnasium drinking fountain.
May, 9, 1944 Tuesday	Madeline Kirkland, female, 11, African- American & Eileen Foster, female, 13, African-American	PS 119 in Harlem; New York, NY	Letter-cutter	1 killed	One girl held down Margaret Patton's arms, while the other stabbed her repeatedly in the chest because Patton told a teacher the girls had stolen report cards and school materials.
June 26, 1946 Wednesday	Seven unidentified African-American males, ages 17-18	Public School 147 annex of the Brooklyn High School for Automotive Trades; Brooklyn, NY	Pistol	1 wounded	After Victor Simeone refused to give up his lunch money to a gang, he was shot in the chest with a pistol.
November 23, 1946 Saturday	Leonard Maulbeck, male, 13, Caucasian	St. Benedict's Parochial School; Newark, NJ	Pistol	1 killed (suicide)	While watching a school play in a church auditorium, Maulbeck shot himself.
February 5, 1947 Wednesday	Ellis Laird, male, 62, Caucasian	Elementary school in Maudill, Oklahoma	Gun	2 killed	Ellis Laird shot his ex-wife, Jessie Laird, during recess at the elementary school where she was a 1 st grade teacher. She had filed for divorce six weeks prior to the event.
June 6, 1947 Friday	Robert Edward Lee, male, 20, Caucasian	King William High School; King William, VA	Knife	1 killed	Lee fatally stabbed Linwood Johnson Regensburg in the leg at an alumni dance at King William High School.
December 1, 1947 Monday	Donald Peabody Sargent, male, 14, Caucasian	Junior high school in Bala-Cynwyd, PN	Revolver	1 killed (suicide)	In a junior high school art class, Sargent shot himself in the stomach then walked up to the instructor and fell over dead. It was reported in the <i>New York Times</i> that the student had told a classmate prior to class that he was going to commit suicide.
December 23, 1948 Thursday	Robert Ross, male, 14, Caucasian	Herriman Farm School; New York, NY	Rifle	1 killed	Ross was shooting at inanimate targets near the school's lake when another

					student, Louis Walseben Jr., walked onto the range and was accidentally shot in the head.
March 11, 1949 Friday	Name unknown, male, 15	Stuyvesant High School; New York, NY	Pistol	1 wounded	A student was showing off his pistol in a classroom of twenty students with no teacher when he accidentally shot Donald Siegel in his right arm.
July 22, 1950 Saturday	Patrick McCabe, male, 16	Public School 141	Gun (not specified)	1 killed	At a school dance, Patrick McCabe and Jack Harren were having an argument about Harren having his shirt collar popped up. Following the argument, McCabe shot Harren in the wrist and abdomen.
March 12, 1951 Monday	Billy Ray Powell, male, 16 & Hugh Justice, male, 19	Union Mills, NC Alexander School	.22 caliber single-shot rifle	2 killed	Professor W.B. Sweat brought Hugh and Johnson into his office to reprimand them about their grades. In response, they borrowed the .22 caliber single-shot rifle and camped out in his office, waiting on him, before shooting him. They also shot Wade Johnson, 15, for telling on them for their rule breaking.
June 4, 1951 Monday	Carl Arch, male, 49	Central Commercial High School Annex; New York City, New York	Vase, fountain pen, revolver	1 killed (attacker)	Carl Arch invaded an all girls' school in New York City. He went into health class in the gymnasium and started tapping a student leader on the head with a vase. The classes were ordered to leave the building by a teacher when an officer, who was summoned by students, came to take Arch down. A chase started through the gym leading to the outside of the school where Arch threw the vase, hitting officer Eugene Grace in the shoulder. When

					Grace pulled out his revolver, Arch lunged at him with an open fountain pen and was shot in the head by Grace.
November 27, 1951 Tuesday	Unknown	St Louis, Missouri	Gun (not specified)	1 killed	Two former students at the grade school sought out David Brooks, 15. A teacher sent them away the first time. The two returned 12:30 and got in a fight with Brooks ultimately shooting him. The incident was thought to be due to a disturbance between two gangs a week prior.
April 8, 1952 Tuesday	Fred R McCall, male, 15	Rabun Gap School; Clayton, Georgia	Pistol	2 killed	Fred R McCall, 15, and Randolph Fugate, 15, had negatives of pictures of three girl students in bathing suits. Dean of boys, J.T. Stukes, attempted to make the boys turn in the negatives, and rather than doing so, McCall shot him twice. A student, Alvin Dowling, was also hit by a glancing shot.
September 3, 1952 Wednesday	Charles Petrach, male, 25	Lawrenceville High School; Lawrenceville, Illinois	Gun (not specified)	1 killed	Charles Petrach came to Lawrenceville High School where his ex-fiance worked as a librarian to beg her to take her engagement ring back. When she refused, he shot her, saying that it was the only thing left to do.
October 8, 1953 Friday	Bernice Turner, female, 15	Kelly High School	Hand gun (not specified)	1 killed	Bernice Turner refused to date Patrick Colletta so he dropped a handgun on her desk at school, taunting her. He dared her to pull the trigger, and she did, thinking it was a toy gun. She shot and killed Colletta on accident.
December 8, 1953 Tuesday	James Gibson, male, 17	Aledo High School; Aledo, Illinois	Jack knife	1 killed	The track coach at Aledo High School, George Marich, 26, called James Gibson and two other seniors out of

					study hall for causing a disturbance. Gibson responded by stabbing Marich outside of the superintendent's office. When asked about the killing, Gibson claimed he didn't remember why or how he stabbed him.
April 17, 1956 Tuesday	Randolph Lawrence, male, 16, African American	Bronx Vocational High School; Bronx, New York	Knife	1 killed	Randolph Lawrence, 16, and Henry Smith, 18, had an argument about a basketball game at the recreation center. Smith attempted to start a physical fight with Lawrence multiple times after. When the fight took place, Lawrence stabbed Smith to death.
March 31, 1954 Wednesday	Gerald Vecchione, male, 14	Day Junior High School Newtown, Massachusetts	Spanish-made .25 caliber pistol	1 killed, 1 injured	Gerald Vecchione, 14, bought the pistol from another school mate and wasn't made aware that it was loaded. He took it out to show John Frankenberger, 14, when the gun discharged, shattering Vecchione's finger and killing Frankenberger. Vecchione's finger had to be amputated later.
May 4, 1956 Friday	Billy Ray Prevatte, male, 15	Maryland Park Junior High School, Prince George's Court, Maryland	Bolt-action .22 caliber rifle	1 killed, 2 injured	Prevatte was expelled from a Raleigh, NC school 2 months prior for threatening a teacher's life. After being reprimanded for not turning in a writing assignment, Prevatte brought a .22 caliber rifle to school; he killed one teacher and injured 2 others. He was looking for the principal to shoot, but was unsuccessful.
October 20, 1956 Friday	Adolfo Bayron, male, 15, Hispanic	Booker T. Washington Junior High School	Homemade zip gun with .22 caliber bullets.	1 killed	Hector Miranda, 14, was on duty as a lunch monitor when Adolfo Bayron, 15, was trying to get through the halls

					without a pass. When questioned, Bayron presented his homemade weapon as a "hall pass". When Miranda showed no concern, Bayron counted to 3 and shot him.
October 2, 1957 Wednesday	Joseph Young, male, 15	Metropolitan Vocational High School	.32 caliber revolver	1 injured	Joseph Young brought the .32 caliber revolver to school to show it off. When he took it from his pocket, the gun discharged, hitting classmate, Silas Brown, in the leg.
March 4, 1958 Tuesday	George O'Dell, male, 16	Manual Training High School; New York	Gun (not specified)	1 killed	A gun was bought from a dealer in New York and brought the Manual Training High School. The gun passed through 7 different students before making it to the 8 th , George O'Dell. O'Dell was showing Joseph Pepitone, 17, the weapon, and he accidentally shot him.
May 1, 1958 Thursday	Bruce Zator, male, 15, Caucasian	Massapequa High School; Massapequa, New York	.12 gauge, sawed-off shotgun	1 killed	Bruce Zator, 15, waited for Timothy Wall in the school washroom. When Wall walked into the washroom, Zator said, "This is for you, Timmy. You creep," before fatally shooting him. This incident followed three weeks of fist fighting and name calling.
September 15, 1959 Tuesday	Paul Harold Orgeron, male, 49, Caucasian,	Poe Elementary School; Houston, Texas	A homemade bomb in a suitcase	6 killed, 19 injured	Paul Orgeron's son, Dusty, was denied enrollment to the school because of the lack of proper health certificates for Dusty. Orgeron promised to be back with the paperwork. Instead he returned with a bomb in a suitcase that would blow up if dropped on the ground. He blew up himself, his son, and 4 others, injuring 18 more
September 23, 1959 Wednesday	27 males, ages 16-26, members of	Morris High School;	Shot gun, shells, box of .22 caliber	0 in the rebellion, 1 killed in the	Two gangs prepared to fight as a result

	gangs– Sinners & Valiant Crowns	Bronx, New York	cartridges, 9 Molotov Cocktail bombs or gasoline bombs, 2 knives, a stack of bricks, and a double barreled-swivel action zip gun	original act being avenged	of a gunned down gang member, John Guzman, 16. He was killed in front of Morris High School; police accused Edward Peres of the crime. Police caught wind of the rebellion and stopped it before anyone was hurt-taking 27 boys into custody and a slew of weapons.
February 2, 1960 Tuesday	Principal Lenard Redden, 44, Male	William Reed Elementary School, Hartford City Indiana	Shotgun	2 killed	Shot and killed two teachers with a shotgun
February 19, 1960 Friday	Douglas Konrath, 14, Male	Wauseon, Ohio	Knife	1 killed	Karen A. Smith, a 12-year-old junior high school student, is stabbed to death on a school bus. Konrath, fled the school bus but was arrested when he returned to the scene and attacked a deputy
March 30, 1960 Wednesday	Donna Dvorak, 14, Female	Dubose Junior high school, Alice, Texas	.22 target pistol	1 killed	Shot Bobby Whitford, 15, in their 9 th grade science class. Dvorak believed Whitford posed a threat to one of her girlfriends
June 7, 1960 Tuesday	Lester Betts, 40, Male	Blaine School, Blaine, Minnesota	12-guage shotgun	1 killed	Mail-carrier, walked into the office of 33-year-old principal Carson Hammond and shot him to death
January 4, 1961 Wednesday	Denny Kappler, 17, Male	Delmont High School, Delmont, South Dakota	.22 caliber rifle	1 killed	The shot, intended as a sound effect for a school play, hit him in the chest during a rehearsal just minutes before the play was to take place.
April 20, 1961 Thursday	Lee Arthur Hester, 14, Male	Lewis Champlin Elementary School, Chicago, Illinois	Knife	1 killed	Teacher Josephine Keane, 45, is sexually assaulted and stabbed to death inside a storeroom
October 17, 1961 Tuesday	Tennyson Beard, 14, Male	Morey Junior High School, Denver, Colorado	.38 caliber revolver	2 killed	Got into an argument with William Hachmeister, 15, at Morey Junior High School. During the argument Beard pulled out a .38 caliber revolver and shot
April 27, 1966 Wednesday	James Arthur Frampton, 16, Male	Bay Shore Senior High School, Bay	Shotgun	1 killed	Teacher was shot and fatally wounded

		Shore, New York			when he tried to stop Frampton, who was walking through the halls of Bay Shore Senior High School with a shotgun, searching for some boys with whom he had an argument earlier that day. Lane dies of his wounds on June 13, 1966
October 5, 1966 Wednesday	David Black, 15, Male	Grand Rapids High School, Grand Rapids, Minnesota	.22 caliber pistol	1 killed 1 injured	Killed school administrator Forrest Willey and seriously wounded fellow student Kevin Roth, 14
September 26, 1967 Tuesday	Will Edward Dixon, 19, Male	Wilbur Wright High School, Dayton, Ohio	Knife	1 killed	21-year-old football coach at Wilbur Wright High School, is stabbed to death by 19-year-old Will Edward Dixon. The stabbing occurred when Prinz attempted to escort Dixon off the playing field. Dixon had been a student at the school but had dropped out after the tenth grade
January 24, 1968 Wednesday	Gerald Locklear, 15, Male	Central High School, High Point, North Carolina	Gun	1 killed	Walker, 15, was shot to death just outside Central High School by Gerald Locklear
January 30, 1968 Tuesday	Blanche Ward, 16, Female	Miami Jackson High School, Miami, Florida	.22 caliber pistol	1 killed	16-year-old Blanche Ward shot and killed fellow student Linda Lipscomb, 16, with a .22 caliber pistol at Miami Jackson High School. According to ward, she was threatened with a razor by Lipscomb during an argument over a fountain pen, and in the ensuing struggle the gun went off.
May 22, 1968 Wednesday	Ernest Lee Grissom, 15, Male	Drew Junior High School, Miami, Florida	Gun	2 injured	Ernest Lee Grissom, a 15-year-old student at Drew Junior High School, shot and seriously wounded a teacher and a 13-year-old student after he had been reprimanded for causing a disturbance.
September 12, 1968 Wednesday	...,15, Male	RHAM High School, Hebron, Connecticut	Knife	1 killed	A 17-year-old girl is stabbed to death by a 15-year-old boy in

					a corridor of RHAM High School. The boy was arrested.
January 23, 1969 Thursday	Ronald Joyner, 18, Male	Cardozo Senior High School, Washington D.C.	Gun	1 killed	Assistant principal Herman Clifford, 45 was shot to death in a school's hallway by Ronald Joyner, 18, while scuffling with three youths who robbed the school's bank
November 19, 1969 Wednesday	"Unknown", 14, Male	Tomah, Wisconsin	20-gauge shotgun	1 killed	Principal Martin Mogensen was shot to death in his office by a 14-year-old boy armed with a 20-gauge shotgun
April 15, 1970 Wednesday	Black, rest is unknown.	Coleman Elementary School, Pine Bluff, Arkansas	Gun;	1 killed Quite a few wounded	In an argument over a girl, three black men from Southeast High School on Ohio Street enter the cafeteria at Coleman Elementary School and began shooting. The cafeteria is shared with Coleman High School, which is across the street. At the time, the high school students were in the cafeteria. Quite a few students were injured and E. T. Tucker (or just E. Tucker) was killed. He attended Southeast High School. Southeast High School is now Southeast Middle School.
January 5, 1970 Monday	Unknown	Lemon G. Hine Junior High School, Washington, D.C.	Gun; revolver	1 killed	A 15-year-old student died when a revolver a friend was holding discharged.
February 2, 1971 Tuesday	Kevin Simmons, 14 male	Philadelphia, Pennsylvania; Morris E. Leeds Junior High School	Gun; .45-caliber pistol	One killed	. Freedman had suspended Simmons earlier in the day for cursing in the hallway. Kevin was charged as an adult, but plea bargained his way to a lesser charge. He served nine years of a 20 year sentence.
November 8, 1971 Monday	Jim "James" Underwood male	Grove, Oklahoma;	Gun; .22-caliber revolver	One killed	School custodian, Jim "James" Underwood shot School principal, T.J. Melton, He

					died around 9 a.m. and Underwood was charged the next day with first-degree murder
January 5, 1972 Wednesday	Estranged husband James A. Brooks male	Washington, DC	Gun	One killed	Fifth-grade teacher Margaret Brooks, 57, was shot to death in front of her students by her estranged husband James
January 24, 1972 Monday	16	Stow, Ohio	Gun	1 wounded	A 16-year-old student at Stow High School shot and wounded his chemistry teacher during an argument
April 1972	Mickey Jenkins 17-18, female	Decatur Central High School, Indianapolis, Indiana	Gun; handgun	1 killed	The teacher of George Jenkins's Spanish class decided to hold class on the school's lawn today. George is a sophomore at the school. During class, his sister, Mickey, a senior, approached the class and handed George a note. He began reading it and about half way through, he suddenly got up and ran away from the class. Mickey pulled out a handgun and shot her brother. George died from the gunshot wound.
January 17, 1974 Thursday	Steven Guy, 14 male	Chicago, Illinois; Clara W. Barton Elementary School	Gun; revolver and a pistol	One killed 3 wounded	principal Rudolph Jezek, Jr., 52, was shot to death in his office a former student said to be angry at being transferred from the school to a social adjustment center
February 22, 1974 Friday	David Fleetwood, male	Brownstown High School, Brownstown, Indiana	Gun; .22 caliber rifle	1 killed	On February 22, Fleetwood drove as usual, but parked in the north lot, directly behind the space where James Blevins, a school employee, parked his automobile... As Blevins exited his car and started toward the school, he was shot. After the shots were fired, Fleetwood walked toward the school, put the rifle down on the grass, and proceeded to the

					principal's office where, in the presence of at least two people, he stated "I've shot Mr. Blevins; you'd better call the police. I've shot Mr. Blevins."
December 30, 1974 Monday	Anthony Barbaro, 17 male	Olean, New York; Olean High School	Guns; 30-06 rifle with a telescopic site and 12-gauge shotgun	kills three adults, wounds 11 others	Barbaro was reportedly a loner who kept a diary describing several "battle plans" for his attack on the school
February 24, 1975 Monday	Unknown	Penns Grove, New Jersey; St. James Grammar School	Gun;	1 killed, 2 wounded	Intruder walked into a classroom and shot the teacher then shot and killed the school principle.
March 18, 1975 Tuesday	Unknown	Parkway South Junior High School, St. Louis, Missouri	Gun;	1 killed	A student quarrel in the hallway of the school led to the fatal shooting of Stephen Goods, 16. Stephen was not involved in the quarrel, just in the wrong place at the wrong time. Three youths were convicted for the homicide.
April 3, 1975 Thursday	Unknown	Princeton, New Jersey; Princeton Day School	n/a	1 wounded	unknown
February 12, 1976 Thursday	Unknown	Detroit, Michigan	Guns	5 shot (dead or wounded unknown)	Intruders shot five Murray-Wright High School students after an apparent dispute over one of the intruders girlfriends
May 1976	James Briggs	Oklahoma City, Oklahoma U.S. Grant High School	Gun	1 killed Several wounded	student Randy Truitt was shot and killed at the school, leaving several others injured
July 15, 1976 Thursday	Frederick Newhall Woods IV, 24 James and his brother Richard Schoenfeld	Chowchilla, California	n/a	0 wounded or killed	Frederick Newhall Woods IV, 24, James and his brother Richard Schoenfeld, commandeered a school bus on a county road in Madera County about 4 p.m. as the students were returning from the fairgrounds. This road is in the San Joaquin Valley and the bus was carrying 26 children, 19 of them were girls and seven of them were boys.

					<p>The children were between six and 14-years-old. They transferred their charges to two vans and drove them 100 miles north to a quarry. At the quarry, the children and bus driver were once again transferred to a different vehicle, this time it was into a moving van that had been buried at the quarry since November 1975. The trio of hijackers, all scions of wealthy San Francisco Peninsula families, began working on a \$5 million ransom. After 16 hours in the 8 x 16 foot van, 55-year-old bus driver Ed Ray and a couple of the older boys began to dig their way out of the van and go for help. They were found in a remote area near the Shadow Cliffs East Bay Regional Park. They were taken to the Santa Rita Rehabilitation Center for brief treatment and then safely returned to Chowchilla under police escort on Friday morning.</p>
September 1976	James Cox 14	Jacox Junior High School, Norfolk, Virginia	Knife (pocket knife)	1 killed	14-year-old James Cox ended the argument he was having with 15-year-old James Turner by plunging a pocket knife into his neck. James Turner died from the stab wound. James Cox was tried as a juvenile,
November 10, 1976 Wednesday	estranged husband, Al Lewis 46 male	Detroit, Michigan; Burt Elementary School	Gun	1 killed	Second grade teacher Bettye McCaster, 46, was shot to death in front of her 29 students
April 7, 1977 Thursday	Ricardo Lopez, 17 male	Consolidated School of Whitharral, Whitharral, Texas	Gun	1 killed	Showed a classmate a gun and told him he was going to shoot the principal, coach and teacher. The classmate just

					<p>laughed at him and didn't believe him. Later that morning, Ricky went to the principal, Mr. Omar Tripp, and told him he was sick and needed to go home. Mr. Tripp said that he would take him home in his car, at which point Ricky walked out the door towards the car. When Mr. Tripp came out the door with his keys, Ricky shot him. The bullet went through Mr. Tripp and hit the door behind him. Ricky ran down the street and across the highway to a small convenience store where he laid the gun on the counter and told the clerk what he had done. shot Tripp because "the devil told him to."</p>
September 1977	Unknown	Alisal High School, Salinas, California	Knife	1 killed	<p>On the first day of school for the 1977 - 1978 school year, a fight broke out between students. One of the students pulled out a knife and stabbed the other student. The injured student died from the stab wound.</p>
December 12, 1977 Monday	Roosevelt Holloman, 41 male	Winter Garden, Florida; West Orange High School	Gun	1 killed	<p>During an after-school meeting at West Orange High School to discuss his unwanted advances towards a 16-year-old girl, 41-year-old assistant principal Roosevelt Holloman pulled out a gun and shot principal Raymond Screws, 51, to death. Holloman also shot at two other school officials at the meeting but missed. Holloman then surrendered his gun to a janitor and waited until he was arrested. He was later convicted of first-degree murder</p>

January 4, 1978 Wednesday	Everton Lazarus, 16 male West Indian	New York City, New York; John Adams High School	Knife	1 killed	Michael Kittrell, 15, is stabbed the lower abdomen and forehead to death by another student.
February 9, 1978 Wednesday	Stuart Wayne Perrock 14	St. Albans, West Virginia; Hayes Junior High School	Gun; .22-caliber pistol	1 killed	Arthur Smith and Stuart Wayne Perrock, both 14, were exchanging words this morning just after 8:00 a.m. when Stuart fired three rounds from a .22-caliber pistol into Arthur's chest. Arthur died within four minutes of being shot. Stuart fled the scene after killing Arthur, he crossed Strawberry Road and ran into the woods. Deputies following his footsteps found a message scrawled in the snow: "tell Smith I'm sorry." Three hours later, state police trooper Don Cook spotted Stuart on the opposite bank of the Coal River. Don was able to convince Stuart to give himself up.
February 22, 1978 Wednesday	Roger Needham, 15 male	Lansing, Michigan; Everett High School	Gun; .38 special; luger pistol	1 killed 1 wounded	After being taunted for his beliefs (self- proclaimed Nazi) Kevin Jones, Bill Draher, and Roger Needham headed for their lockers, with Roger wearing his customary Nazi pin that he was seldom seen without. Bill razzed Roger as they stood near Bill's locker saying that only punks wore Nazi pins. Roger fired quickly. The first bullet grazed the top of Kevin's scalp so close that the 16- year-old could feel the gun powder sting his face. Kevin ducked down while Roger fired again. This shot hit Bill in the jaw and he slumped to the floor. Kevin ran away screaming "He's got a gun! He'll kill you!"

					Roger inched closer to Bill, aimed down at his head and fired a third time. Roger said, "I'm tired of being pushed around. Now I'm even." Roger walked past Sam and approached Aldo Martinez, a bilingual specialist.
May 18, 1978 Thursday	John Daniel Christian, 13, son of Lyndon B. Johnson's former press secretary George Christian	Austin, Texas	Gun; .22 caliber rifle	1 killed	Shot to death his English teacher, Wilbur Grayson, 29 in front of approximately 30 classmates. Christian then fled the school building and dropped the rifle by a bicycle rack, before being wrestled against a fence by gym coach Larry Schirpik. Christian's attorney, Roy Minton, argued Christian was not guilty by reason of insanity, district attorney Ronnie Earle didn't object and the case was never tried and he is now a practicing attorney in Austin,
October 17, 1978 Tuesday	Robin Robinson 13	Lanett Junior High School, Lanett, Alabama	Gun; .22-caliber handgun	1 wounded	Principal paddled him. When told he was going to be paddled again, he fired a shot at Lewis, grazing the top of his head. Lewis was taken to G. H. Lanier Hospital for treatment. Two hours later, police arrested Robin about two blocks from LJHS. Lewis recovered and went on to become the principal of Lanett High School.
January 29, 1979 Monday	Brenda Ann Spencer 16 female	San Diego, California; Grover Cleveland Elementary School	Gun; .22-caliber sniper rifle her dad gave her for Christmas	2 killed 9 wounded	opens fire from the window of her home across the street, she fired the shots because "I don't like Mondays,".
October 2, 1981 Thursday	Jewel Loiraine Garrett, Female, 18	Greenville High School, Greenville, South Carolina	Unknown	Killed:1	18 year old Greenville High School student stabbed 30 year old social studies teacher Henry Chiariello to death.

January 12, 1982 Tuesday	Steven Wayne Holmes, Male, 15	Edison Middle School, Miami Florida	Unknown	Killed: 1	Sixth grade teacher Francisco Walker age 24 was stabbed to death after chasing 15 year old Steven Wayne Holmes off of school property for trespassing, Holmes was charged with first degree murder.
March 19, 1982 Friday	Patrick Lizotte, Male, 17	Valley High School, Las Vegas, Nevada	.22 Caliber Gun	Killed: 1 Wounded: 3	Pat Lizotte walked into a classroom fired a shot striking and killing a psychology and sociology teacher then walking from the building calmly began firing once again hitting two students, Martin Jameson in the abdomen and Jose Garcia in the chest. Police ordering Lizotte to drop his weapons were led to shooting Lizotte striking him in the thigh and the chest due to the refusal to drop his weapons.
April 7, 1982 Wednesday	Jason Rocha, Male, 14	Deer Creek Jr. High, Littleton, Colorado	.38 Pistol	Killed: 1	Gunman Jason Rocha shot and killed 13 year old Scott Darwin Michael. He was charged as an adult and sentenced to 12 years in prison.
January 20, 1983 Thursday	David F. Lawler, Male, 14	Parkway South Middle School, St. Louis County, Missouri	Two Pistols	Killed: 2 Wounded: 1	David F. Lawler entered into his study hall class at Parkway South Middle School and opened fire killing Randal Koger age 15 and injuring 15 year old Greg Saffo followed by committing suicide. All students being in the eighth grade.
December 16, 1983 Friday	Michael Graham, Male, 15	Boylan Central Catholic High School, Rockford, Illinois	.357 Caliber handgun	Wounded: 1	Michael graham shot and wounded Sharon Mundt a German teacher at Boylan Central Catholic High School after being previously disciplined by her for misbehaving in her class. He was charged with attempted murder and aggravated battery. His class mates though it was

					a joke after hearing about shooting Mundt for a week.
May 17, 1984 Thursday	Todd Donahoo, Male, 17	Southeast Polk High School, Runnells, Iowa	Unknown Gun	Killed: 2	17 Year old Todd Donahoo Shot his 16 year old girlfriend Valerie Rockafellow in the hallway of Southeast Polk High School . After hitting Rockafellow in the shoulder and heart Donahoo turned the gun on himself shooting one bullet in the head. It was said this all was caused by their previous breakup.
January 21, 1985 Monday	James Kearbey, Male, 14	Goddard Middle School, Goddard, Kansas	M1-A Semiautomatic rifle and .357 Caliber handgun	Killed: 1 Injured: 3	After arming himself with a M1-A Semiautomatic and a .357 caliber handgun Kearbey shot and killed his principle and wounded three teachers.
September 4 1985 Wednesday	Unknown Offender, Male, 12	East End Middle School, Richmond, Virginia	Unknown Gun	Injured: 1	A 12 year old East End Middle School Boy shot a girl with his mother's gun.
October 18, 1985 Friday	Unknown Offender, Male, n/a	Murray-Wright High School, Detroit, Michigan	Unknown Gun	Injured: 6	A Boy who was in a fight earlier that day pulled out a shotgun and opened fire at football game injuring six students.
November 26, 1985 Tuesday	Heather Smith, Female, 14	Spanaway Junior High School, Spanaway, Washington	Unknown Gun	Killed: 3	After Fatally shooting her ex-boyfriend Gordon Pickett and his friend Chris Ricco leaving wrestling practice, Heather Smith Committed Suicide after a several hour long standoff with sheriff's deputies.
December 9 1985 Monday	Unknown Offender, Male, 22	Archbishop Ryan High School For Boys, Philadelphia, Pennsylvania	Starter Pistol	Unknown	22 year old mental health patient with a starter pistol took 6 students hostage. No one was hurt in the ordeal.
December 10, 1985 Tuesday	Floyd Warmesley, Male, 13	Portland Junior High School, Portland, Connecticut.	9mm Assault rifle	Killed: 1 Injured: 2	After being locked in a room with the principle having a heated discussion the 13 year old boy pulls out a 9mm assault rifle and begins to open fire injuring the

					principle and the secretary. Then fleeing to the second floor where he shot a custodian in the head and took a seventh grader hostage. After 45 min of his parents talking him down over the intercom he tossed the gun out of the window and was taken into custody.
February 24, 1986 Friday	Matt Cooper	Boyet Junior High School, Slidell, Louisiana	.45 Caliber Pistol	Killed: 1	Matt Cooper shot and killed himself in class at Boyet Junior High School In Slidell, Louisiana
March 6, 1986 Thursday	Unknown Offender, n/a, 14	Thornridge High School, Dolton, Illinois	Unknown Gun	Injured: 1	A 14- year old student shot and wounded his math teacher at Thornridge High School
May 6, 1986 Tuesday	Major Ray Simmons, Male, n/a	Pine Forest Senior High School, Fayetteville, North Carolina	.25 Caliber semi-automatic handgun	Injured: 3	Armed with a .25 caliber semi-automatic handgun Simmons entered Pine Forrest Senior High School to settle a dispute he had with Joe Roundtree a student. After finding him in a hall he opened fire.
May 16, 1986 Friday	David Young, Male, n/a Doris Young, Female, n/a	Cokeville Elementary School, Cokeville, Wyoming	Bomb	Killed: 2 Injured: 74	Dave and Doris Young went into Cokeville Elementary School with a bomb and took 154 students and 13 adults hostage demanding a \$300 million dollar ransom. After begging the kids to be quiet she accidentally prematurely detonated the bomb injuring herself and 79 others. Upon returning David shot his wife and them himself.
October 8, 1986 Wednesday	Kenneth Lee Jackson, Male, 19	School Bus Dallas, Texas	Unknown Gun	Killed: 1	Coly Cobbins, 16 was killed after the brother of a boy he was arguing with shot him.
December 4, 1986 Thursday	Kristopher Hans, Male, 14	Unknown, Lewistown, Montana	Unknown Gun	Killed: 1 Injured: 3	After being given a failing grade in French, Kristofer Hans Shot and killed his substitute teacher and shot and injured a vice

					principal and two students.
March 2, 1987 Saturday	Nathan Ferris, Male, 12	Unknown, De Kalb, Missouri	Pistol	Killed: 2	After being teased about his weight, Nathan Ferris shot and killed a fellow classmate after he bullied him. Afterwards turning the gun on himself.
April 6th 1987 Monday	Unknown	Murray Wright High School, Detroit Michigan	Unknown	Killed: 1 Wounded: 2	Ninth grade Murray Wright high School Student killed Chester Jackson 17, and wounded Damon Matthews 17, and Tomeka Turner 18.
December 16, 1987 Wednesday	Ramesh D. Tumalad, Male,	Mayde Creek High School, Katy, Texas	Unknown Gun	Killed: 1	Ramesh Tumaland shot and killed himself in front of his Algebra class while his classmates watched.
February 11, 1988 Thursday	Jason McCoy, Male 15, Jason Harless, Male, 15	Pinellas Park High School, Largo, Florida	Stolen Weapons (Guns)	Killed: 1	Jason McCoy and Jason Harless shot and killed assistant principle Richard Allen. Mccoy got two years and Harless got eight.
May 20, 1988 Friday	Laurie Dann, Female, 30	Hubbard Woods School, Winnetka, Illinois	Unknown	Killed: 2 Injured: 6	Jaurie Dann, 30 entered Hubbard Elementary school and kills an eight year old boy, and injures six others. Afterwards Taking her own life.
September 26, 1988 Monday	James Williams Wilson, Male, 19	Oakland Elementary School, Greenwood, South Carolina	Unknown	Killed: 2	Copying the Winnetka, Illinois murders James Wilson killed eight year olds Tequilla Thomas and Shequilla Bradley in their school cafeteria. His death sentence was overturned January 2003.
December 16, 1988 Friday	Nicholas Elliot, Male, 16	Atlantic Shores Christian School, Virginia Beach Virginia	Unknown Gun	Killed: 1 Injured: 3	Armed with a firearm purchased by an adult, Nicholas Elliot Shooting two teachers killing one, talking his way into a room of students the gun jammed and Elliot was tackled. The teacher after attacking him asking why he replied with "they hate me, they make fun of me, and they hit me."
January 17, 1989	Patrick Purdy, male,	Cleveland	Unknown Gun	Killed; 6	Patrick Purdy Shot

Tuesday	25	Elementary School, Stockton, California		Injured: 29	and killed five children arriving at Cleveland Elementary school and wounded twenty-nine others and one teacher before taking his own life.
November 22, 1989 Wednesday	Arnell Salagubang, Male, 19	Channel Island High School, Oxnard, California	Small caliber handgun	Killed: 1	Arnell pulled out a small caliber handgun and shot another student after they had gotten into an argument.
October 5, 1989 Thursday	Cordell "Cory" Robb	Loara High School, Anaheim, California	Shotgun and semiautomatic pistol.	Injured: 1	Took Kids hostage in drama class with a shotgun and semiautomatic pistol with the goal of getting his stepdad to school so he could shoot him for planning on moving the family. Robb shot a kid who taunted him and told several students his plan in advance.
February 20, 1990 Tuesday	Edwin Swan, Male	Cincinnati, Ohio (Taft HS)	(gun)	1 killed (student)	Shooter (student) was in a fight with another student, opened fire hitting an innocent bystander. The victim died over a year later due to injuries from the shooting.
April 1, 1990 Sunday	UO, Male, 17	Dallas, Texas (Skyline HS)	.25 caliber pistol (handgun)	1 wounded (student)	Shooter (student) shot another student who he had been arguing with earlier that day.
May 4, 1990 Friday	Cang Binh Troung, Male, 17, Vietnamese	East San Jose, California (Mount Pleasant HS)	(gun)	1 killed (student) 1 wounded (student)	Shooter (student) pulled out a gun and fired shots at white students who he thought had been provoking him and his friends the day earlier. They were not the same students.
May 31, 1990 Thursday	UO, Male, 16 UO, Male, 16 UO, Male, 15	Fort Worth, Texas (Sunrise ES)	.22 caliber pistol (handgun)	2 wounded (2 students)	3 shooters (students of other high schools) opened fire on a playground of children while driving by wounding 2 of them.
August 24, 1990 Friday	UO	Charolette, North Carolina (Myers Park HS)	(gun)	1 killed (student)	Shooter (?) opened fire at the end of a football game killing a student.
August 27, 1990	Curtis Collins, Male	Las Vegas, Nevada	(gun)	1 killed (student)	Shooter (student)

Monday		(El Dorado HS)			shot another student in the neck in a crowded cafeteria just minutes before the first bell of the first day of school)
August 27, 1990 Monday	5 UO	Dallas, Texas (W.H. Adamson HS)	(gun)	0 killed or harmed	Shooter (gang member) opened fire on another student trying to leave the school. All shots missed but the gang was picked up 10 miles away at another high school.
August 30, 1990 Thursday	UO, Hispanic	Dallas, Texas (Edison MS Learning Center)	.22 caliber handgun	0 killed or harmed	21 Hispanic students packed into a van and 1 of them opened fire on a group of black students. none of the students were hit. Police detained the van but could not identify the shooter.
October 2, 1990 Tuesday	2 UO, Female	Dallas Texas (W.H. Adamson HS)	(gun)	1 wounded (student)	Shooters (?) performed a drive-by in a school parking lot after school wounding 1 student.
October 29, 1990 Monday	Eli Dean, Male, 17	Charlestown, Indiana (Charlestown HS)	(handgun)	0 killed or wounded	Offender (student) took over a classroom with a teacher and 6 students holding them hostage over the next 8 hours. He let them go a couple at a time and surrendered with never having fired a shot.
October 30, 1990 Tuesday	Manuela Reyes, Female, 32, Hispanic	Garland, Texas (Naaman Forest HS)	.25 caliber semiautomatic pistol (handgun)	1 wounded (assistant principal)	Shooter (mother of student) came to school to complain about how her child had been treated. She got angry, pulled a gun on the AP, and shot a bullet. The bullet missed, so she fired another which hit him in the leg. A football coach intervened a retrieved the weapon.
December 13, 1990 Thursday	Evin Domino, Male, 18 Terry Perryman, Male, 19 David Wallace, Male, 18 James Donaldson, Male, 18 Robert Green, Male, 18	Slidell, Louisiana (Salmen HS)	(guns)	0 killed or wounded	L.A. Posse gang stole eight ounces of cocaine from the Northside Posse gang. Nothside Posse gang retaliated by starting a gunfight in a school parking lot while a

					basketball game was taking place inside.
January 8, 1991 Tuesday	Jeremy Delle, Male, 15, Caucasian	Richardson, Texas (Richardson HS)	.357 Magnum (handgun)	1 killed (suicide)	Shooter (student) was late for 2 nd period English class, told to get an admittance slip, returns with a handgun, stands in the front of the room, sticks handgun in mouth and commits suicide in front of class of 30. Left suicide note with a classmate.
January 17, 1991 Thursday	UOs	Dallas, Texas (Hood MS)	(guns)	1 wounded	About 20 to 30 rivaling students gathered near the bus stop and began an exchange of heated words. Several students drew guns and at least one, maybe two, even fired them at each other. Police say only one shot was fired. A female student was struck in her upper right thigh.
February 19, 1991 Tuesday	Michael Jarrow, Male, 20	New Orleans, Louisiana (Booker T. Washington HS)	(handgun)	1 killed (student) 1 wounded (student)	Shooter (no relation) enters school grounds, found a group of students and fatally shot one of them, while wounding another. He escaped school premises before the police arrived, but was later apprehended.
March 14, 1991 Thursday	Craig Goston, Male LeShawn Jones, Male	South Carolina (Woodmont HS)	(guns)	4 wounded (2 shooters, 1 student, 1 deputy)	Shooters (?) opened fire in the school parking lot after a talent show. They wounded a student, and then engaged in a firefight with 2 off-duty officers.
March 25, 1991 Monday	UO	Charlotte, North Carolina (Garinger HS)	(gun)	1 killed (21-year- old individual)	Shooter (?) shot the 21-year-old to death in the school's parking lot. News story doesn't state why the individual was at the school.
April 11, 1991 Thursday	Richie Brafford, M, 18	Rock Hill, South Carolina (Northwestern HS)	.22 caliber revolver (handgun)	1 killed (suicide)	Shooter (student) was waiting outside of school along with 100 other students awaiting entry. He pulled out his gun, shot it at a teacher who tried to stop him, but it misfired.

					He then committed suicide.
April 23, 1991 Friday	2 UOs, Male	Compton, California (Ralph J. Bunche MS)	(handgun)	1 killed (student)	Shooter (teenager) was among a group of kids trying to hang around the middle school. The security guard ran them off, but once they crossed the street, one of them pulled out a gun and shot at the security guard. The bullet missed him, but hit an innocent student waiting for the bus, killing him instantly.
May 9, 1991 Thursday	Robert Jones, Male, 15	Columbus, Ohio (Franklin Alternative MS)	(gun)	1 killed (student)	Shooter (student) opened fire on another student, striking him between the eyes. Another bullet hit the student as well. The victim died the next day.
May 9, 1991 Thursday	Brenda Carter, Female, 16	La Place, Louisiana (East St. John HS)	Kitchen knife	1 killed (student)	Offender (student) and victim had argued over a boy they both had dated. The offender approached the other and stabbed her in the back with a kitchen knife which punctured her lung and heart. The victim was rushed to the hospital but died there.
May 16, 1991 Thursday	3 UOs, Male, Ages: 15,15,13	Kansas City, Kansas (Coronado MS)	.22 caliber pistol (handgun)	2 wounded (students)	Shooter (student) shot a young girl through the chest, while the bullet passed through her and into the hand of another student. The shot took place in the cafeteria as a part of gang-initiation.
May 21, 1991 Tuesday	Salvador Funes, Male, 20	Sherman Oaks, California (Robert A. Millikan HS)	(handgun)	1 killed (student)	Shooter (gang member) drove up to the school in a pickup truck while motion for the victim to come over. gang signs were flashed and then the shooter in the truck shot the student in the chest. He died on the way to the hospital.
July 22, 1991 Monday	UO, Male	Los Angeles, California (Westchester HS)	.22 caliber pistol (handgun)	1 wounded (student)	Shooter (gang member) pulled up in front of school

					and talked to a student on the sidewalk. They briefly spoke before the shooter shot the student in the stomach.
July 30, 1991 Tuesday	2 UO	Compton, California (Enterprise MS)	(handgun)	1 wounded (student)	Shooter (gang member) arrived at the school and challenged the victim and his friend to a fight. They boys ran away but one of the gang members shot one of the boys in the leg.
September 13, 1991 Friday	Several UO, Male	Houston, Texas (Madison HS)	(guns)	1 wounded (student)	Rival football teams began fighting after a game and gunfire broke out. A band member was caught in the crossfire and died on the scene.
September 17, 1991 Tuesday	UO, Male, 14	Chicago, Illinois (Woodson HS)	(gun)	1 wounded (monitor)	The 14-year-old offender ran through an open gym door and sprayed the crowd of two dozen students with bullets before fleeing. The monitor was hit in the wrist.
September 18, 1991 Wednesday	LaKeeta Cadorre, Female, 15	Crosby, Texas (Crosby HS)	(gun)	1 killed (student)	Shooter (student) pulled out a gun and shot a football player to death after he called her a bitch in the lunch line.
October 2, 1991 Wednesday	Kim Young, Male, 16	Houston, Texas (Spring Woods HS)	.25 caliber pistol (handgun)	1 wounded (student)	Shooter (student) was showing a friend his new gun on the bus when he accidentally shot him in the leg. He ran off the bus and was later apprehended by police. Statement was made to only be an accidental shooting.
October 4, 1991 Friday	Several UOs	Los Angeles, California (Dorsey HS)	(guns)	2 wounded (students)	gang-involved firefight beside the football stadium while a game was taking place.
October 8, 1991 Tuesday	UO, Male	New York City, New York (James Monroe HS)	(gun)	1 killed (student)	Shooter (student) was challenged in a fight outside of the school. He left and returned to fatally shoot the victim twice in the chest.
October 15, 1991 Tuesday	UO, Male, 13	Pasadena, Texas (Genevieve Sparks ES)	.22 caliber rifle (gun)	1 wounded (student)	Shooter (student) was shooting at birds and squirrels

					in his yard and accidentally shot the victim across the way.
October 15, 1991 Tuesday	UO, Male, 15	Woodruff, South Carolina (Woodruff HS)	.25 caliber pistol (handgun)	0 killed or wounded	Shooter (student) was being bullied by two other students, so he pulled out a gun and points it at them. Everyone in the cafeteria ran, and the boy fled as well.
October 23, 1991 Wednesday	Drumestic Brown, Male, 18	Dallas, Texas (A. Maceo Smith HS)	(handgun)	1 killed (student)	Shooter (HS drop-out) went to the school to defend his brother who had been bullied. When they were finally ran out of the school the shooter fired a shot back at the front doors fatally hitting a student. The boy turned himself in the next day.
November 6, 1991 Wednesday	Robert Lee "Coco" Monroe, Male, 19	New Orleans, Louisiana (Walter L. Cohen Senior HS)	(handgun)	1 killed (student) 1 wounded (student)	Shooter (boyfriend of student) jumped out of his truck in front of the school and fired 5 shots at the students, killing one and wounding another. He was arrested the next day.
November 25, 1991 Monday	Jason Bentley, Male, 14	Brooklyn, New York (Thomas Jefferson HS)	(gun)	1 killed (student)	Shooter (student) involved in an argument with another kid shoots his gun but a stray bullet kills an innocent bystander.
November 25, 1991 Monday	Jason Bentley, Male, 14	New York City, New York (Thomas Jefferson HS)	9mm pistol (handgun)	1 killed (student) 1 wounded (teacher)	Shooter (student) was defending his older brother during a fight. The other fighter backed off but the shooter still fired three shots hitting a teacher, and killing another student.
December 26, 1991 Thursday	Alfonsa George Jr., Male, 18	Whiteville, North Carolina (Whiteville HS)	(handgun)	2 wounded (students)	Shooter (student) approached another student outside the gym where a basketball game was taking place. The shooter shot the student and another student before he fled.
January 31, 1992 Friday	3 UOs	Gentilly, Louisiana (Francis W. Gregory Junior HS)	(gun)	1 wounded (student)	3 offenders (students of another school) were roaming the hallways of a

					nearby school when they attacked a student. The victim tried to run away but was shot in the buttocks. Police apprehended 2 of the offenders.
February 6, 1992 Thursday	UO, 14	Oklahoma City, Oklahoma (Douglass HS)	(gun)	1 killed (student)	Shooter (student) entered school and shot a 17-year-old student to death in the school hallway.
February 26, 1992 Wednesday	Kahlil Sumpter, Male, 15	Brooklyn, New York (Thomas Jefferson HS)	(gun)	2 killed (2 students)	Shooter (student) shoots and kills two other students.
March 5, 1992 Thursday	Gordon Dye Jr., Male, 12	Obetz, Ohio (Hamilton MS)	.22 caliber pistol (handgun)	1 wounded (student)	Shooter (student) was a victim of bullying who brought a gun to school and shot another student between the eyes. The boy did not die.
March 26, 1992 Thursday	D'Anza Lucas, Female, 17	New Orleans, Louisiana (John McDonogh Senior HS)	Knife	1 wounded (student)	Offender (student) was arguing with another student and pulled out a knife which she used to stab her with.
March 26, 1992 Thursday	UO, 16	New Orleans, Louisiana (Karr Magnet HS)	(gun)	0 killed or wounded	Offender (student) was playing with a gun in their backpack when it accidentally went off. No one was injured.
March 31, 1992 Tuesday	Herman Tureaud, Male, 15	Algiers, Louisiana (O.Perry Walker HS)	.38 caliber revolver (handgun)	1 killed (student)	Shooter (student) was engaged in an argument with another student when he pulled out a gun and fatally shot the other student. He was charged with first-degree murder.
April 17, 1992 Friday	UO, Male, 19	Dallas, Texas (Lincoln HS)	(gun)	1 killed (student)	Shooter (former student) and friends were firing guns into the air after a school dance. One of the bullets returned and fatally hit his friend in the head who died in the hospital.
May 1, 1992 Friday	Eric Houston, Male, 20, Caucasian	Olivehurst, California (Lindhurst HS)	12-gauge pump-action shotgun (gun) sawed-off .22 caliber rifle (gun)	4 killed (3 students, 1 teacher), 10 wounded (9 students, 1 teacher)	Shooter (former student) enters school, fatally shoots 4 individuals in the hallway, and then takes a classroom hostage while forcing one student to retrieve more hostages. Over 80 students were held hostage during the 8 hour

					standoff with police before shooter surrendered.
May 14, 1992 Thursday	John McMahan, Male, 14	Napa, California (Silverado MS)	.357 magnum (handgun)	2 wounded (2 students)	Shooter (student) fired off rounds during his 2 nd period science class wounding 2 other students.
May 14, 1992 Thursday	Patrick Wilson, Male, 14	Huntsville, Texas (Huntsville Junior HS)	.38 caliber pistol (handgun)	1 wounded (student)	Shooter (student) was involved in an ongoing argument with another student. A fight broke out where the shooter's nose was broken, which he rebutted by shooting the foe in the chest.
May 28, 1992 Thursday	Sheree Jones, Female, 15	Pensacola, Florida (Escambia HS)	Razor knife	1 killed (student)	Offender (student) jammed a razor blade into the throat of another female student while riding on the bus.
May 29, 1992 Friday	4 UOs	Los Angeles, California (Venice HS)	(guns)	3 wounded (3 students)	Shooters (?) drove up to a trio of kids on the sidewalk outside of school and flashed gang signs before opening fire on the victims.
June 6, 1992 Saturday	UO, 17	Merced, California (Merced HS)	(gun)	1 wounded (student)	Shooter (student) shot another student in the chest while a party was being thrown for the kids at the school.
August 5, 1992 Wednesday	Oscar Lopez, Male, 28	Woodland Hills, California (William Howard Taft HS)	(sharp object)	1 killed (student)	Offender (local gang member) mistakenly took a youth sitting along the street, who was waiting for the school bus after football practice, as a rival gang member and stabbed him to death.
September 11, 1992 Friday	Randy Matthews, Male, 17	Amarillo, Texas (Palo Duro HS)	.22 caliber pistol (handgun)	6 wounded (6 students)	Shooter (student) was randomly punched in the face during school. He then pulled out a gun and started firing bullets at the attacker. 6 students were injured.

September 18, 1992 Friday	Calvin Bell, Male, 44/45	Houston, Texas (Piney Point ES)	9 millimeter pistol (handgun) .22 caliber semiautomatic pistol (handgun) Hunting knife (knife)	2 wounded (2 police officers)	Shooter (father of student) was angry over his child's report card and shot 14 rounds inside the school. He then surrendered to police.
September 21, 1992 Monday	Michael Bubb, Male, 16	New York City, New York (South Shore HS)	(dagger)	1 killed	Offender (student) was in a physical fight with another student during school. The offender pulled out a knife and stabbed the other student in the chest. He later died in the hospital.
September 22, 1992 Tuesday	Several UOs	New York City, New York (La Guardia HS)	(lead pipe) (machete)	Several wounded	Offenders (?) were backing one of their friends who got put in an unfair fight. Several people left the fight wounded.
September 25, 1992 Friday	UO, Male ,14	Fontana, California (Miller HS)	(sharp object)	1 killed (student)	Offender (student) stabbed another student to death.
September 28, 1992 Monday	Tuan Do, Male, 18 Binh Tran, Male, 19 Duy Nguyen, Male, 20 (all Vietnamese)	Sacramento, California (Hiram Johnson HS)	(gun)	2 wounded (students)	Offenders (?) walked onto campus and assaulted a Latino student who tried to fight back but was shot in the chest. As the offenders were walking out they saw another Latino student standing outside and shot him.
September 29, 1992 Tuesday	UO, Male, 18-25	Paramount, California (Paramount HS)	(gun)	1 killed (student)	Shooter (?) performed a drive- by on a bicycle as a cheerleader was crossing the road to return to cheerleading practice.
September 30, 1992 Wednesday	Juan Diaz, Male, 15	Houston, Texas (Hollibrook ES)	(shotgun)	1 killed (student) 1 wounded (student)	Shooter (rival gang member) shot 2 other students on the playground as the rival gangs were settling their differences.
October 12, 1992 Monday	Antonio Redondo, Male, 20	Tucson, Arizona (Desert View HS)	.22 caliber pistol (handgun)	1 killed (student)	Shooter (student) gunned down a fellow student during a gang related fight at school.
November 4, 1992 Wednesday	Renard Merkersen, Male, 18 Montrice Coleman, Male, 18	Detroit, Michigan (Finny HS & Mumford HS)	2 "long guns" 1 handgun	Several wounded	Shooters (students) entered school and began shooting at anyone who was walking in the hallway. No one was killed but several were

					wounded.
November 10, 1992 Tuesday	Willie Clayborn, Male, 13	Chicago, Illinois (Sherman ES)	.22 caliber handgun	1 killed (student)	Shooter (student) was showing off in front of his friends and put a gun to his stomach and pulled the trigger to have the gun misfire. The second time he did it was to his head which was a fatal shot.
November 13, 1992 Friday	Steve Wenzel, Male, 39	Cypress, Texas (Langham Creek HS)	.45 caliber pistol	2 killed (wife, shooter suicide)	Shooter (husband of faculty member) drove to his wife's workplace (the school) and gunned her down before he took his own life.
November 16, 1992 Monday	UO, Male	Birmingham, Alabama (Fairfield HS)	(gun)	1 killed (student)	Shooter (youth) was with a group of boys who tried to steal a student's jacket. When the boy fled, he was fatally shot in the back of the head.
November 20, 1992 Friday	Joe White, Male, 15	Chicago, Illinois (Edward Tilden HS)	.22 caliber pistol	1 killed (student) 3 wounded (3 students)	Shooter (student) was engaged in an argument and shot 3 students because of it. While trying to escape, he hit another student with a car.
November 24, 1992 Tuesday	UO, Female, 18	Montgomery, Alabama (Robert E. Lee HS)	(gun)	1 wounded (shooter/student)	Shooter (student) was involved in a fight with another female student in the bathroom. The shooter pulled out a gun and began a struggle with the other student. The shooter was shot through the finger.
December 3, 1992 Thursday	Ray George, Male, 23	Chicago, Illinois (Woodson HS)	. 357 magnum (handgun)	1 killed (student) 1 wounded (student)	Shooter (?) entered school alongside another shooter and went straight for their victim. They shot him and another student was wounded before they left the building being chased by police.
December 14, 1992 Monday	UO, Male, 15	Walton, New York (Walton HS)	Rifle	1 wounded (teacher)	Shooter (student) was not allowed to read a poem about murder and suicide to his class, so he shot his teacher instead.
January 18, 1993	Gary Pennington,	Grayson, Kentucky	.38-caliber revolver	2 killed (1 teacher,	Shooter (student

Monday	Male, 17, Caucasian	(East Carter HS)	(handgun)	1 custodian)	enters an English classroom, fatally shoots the teacher and a custodian that came to investigate the noise, then held the students hostage for 15 minutes before releasing them and surrendering to police.
January 21, 1993 Thursday	UO, 15, Male	Fairfax High School, Los Angeles, California	.357 magnum	1 Killed(Demetrius Rice, Student) 1 Wounded(Eliaho Kogman, Student)	A 15 year old boy accidentally discharged a firearm in the classroom killing one and wounding another classmate.
January 22, 1993 Friday	Michael Aragon, Male, 18	Mission Bay High School, San Diego, California	Screwdriver and knife	1 Killed(Michael Johnson, Student)	A gang fight erupted and a bystander was stabbed and killed.
February 1, 1993 Monday	Jason Domenico, Male, 14	Redmond Junior High School, Redmond, Washington	(gun)	1 Suicide(Jason Domenico, Student)	Jason Domenico killed himself at school.
February 2, 1993 Tuesday	Shem S. McCoy	Amityville High School, Amityville, New York	.22 caliber	1 Killed(Roneal Artis, Visitor) 1 Wounded(John Billinger, Visitor)	Roneal Artis and John Billinger attacked Shem S. McCoy, he responded with a gun shooting one fatally and wounding another.
February 4, 1993 Thursday	Ricardo Moulton, Male, 16 Corey Green, Male, 15	Rockville High School, Rockville, Maryland	Rape	1 Rape(Student)	Ricardo and Corey raped a girl in the band room.
February 4, 1993 Thursday	Damion Sinkfield, Male, 17	North Clayton High School, Clayton County, Georgia	(gun)	1 Killed(James Holiday, Student)	Damion Sinkfield(Former Student) was fighting with James Holiday when he pulled out a gun and shot him in the chest.
February 8, 1993 Monday	UO	Washington-Dix Street Academy High school, Washington, D.C.	(gun)	1 Killed(Kenneth W. Jackson, Student)	Kenneth W. Jackson was killed about 11 AM by a gun.
February 8, 1993 Monday	Eric Melby, Male, 14	Middle River Middle School, Middle River, Minnesota	30-30 rifle	1 Suicide(Eric Melby, Student)	Eric Melby killed himself in a classroom at school.
February 18, 1993 Thursday	Jesse Estrello, Male, 21	Kimball High School, Dallas, Texas	9mm handgun	1 Killed(Andrew Castillo, Student) 1 Wounded(Friend of Jesse)	After being attacked by Andrew and Elizabeth's(Former Girlfriend of Jesse) father Jesse killed Andrew
February 22, 1993 Monday	Robert Heard, Male, 15	Reseda High School, Los Angeles, California	(gun)	1 Killed(Michael Shean Ensley, Student)	Robert Heard shot Michael Ensley fatally wounding him.
February 24, 1993 Wednesday	John Rodriguez, Male, 15	Junior High School 25, New York City, New York	dagger	1 Killed(Angel Jimenez, Student)	After being bullied and attacked John Rodriguez stabbed Angel Jimenez

					fatally wounding her
February 26, 1993 Friday	William Gross, Male, 15	Gloucester High School, Gloucester, Massachusetts	(gun)	1 Suicide(William Gross, Student)	William Gross shot himself fatally in the cafeteria
March 18, 1993 Thursday	Edward Bryant Gilliom, Male, 15	Harlem High School, Harlem, Georgia	.38 caliber revolver	1 Killed(Ronricas Gibson, Student) 1 wounded(Student)	Edward pulled out a weapon and killed Ronricas Gibson, Then wounded another student.
March 25, 1993 Thursday	Lawanda Jackson, Female, 19	Sumner High School, St. Louis, Missouri	(handgun)	1 Killed(Tony Hall, Student, EX boyfriend)	Lawanda Jackson killed her ex-boyfriend with a pistol.
March 26, 1993 Friday	UO	Lamar High School, Bryan, Texas	Kitchen knife	1 Killed(Billy C. Williams, Student)	Unknown
April 3, 1993 Saturday	UO	Grant High School, Sacramento, California	(shotgun)	1 Killed(Vodrick, Student) 1 Wounded(Redell Webster, Student)	A youth with a shotgun killed Vodrick then wounded Redell.
April 12, 1993 Monday	3 UO,	Dartmouth, Massachusetts (Dartmouth HS)	Knives (knives)	1 killed (student)	Offenders (?) invaded a social studies classroom and stabbed a student to death.
April 15, 1993 Thursday	David Taber, Male, 44,	Acushnet, Massachusetts (Ford MS)	(gun)	1 killed (student)	Shooter (?) invades the school and takes three hostages. He later shot and killed the school nurse Carol Day.
May 24, 1993 Monday	Jason Smith, Male, 15	Pennsburg, Pennsylvania (Upper Perkiomen HS)	(gun)	1 killed (student)	Offender (student) killed another student who had bullied him.
May 27, 1993 Thursday	Shon Williams, Male, 17,	New Orleans, Louisiana (Francis T. Nicholls HS)	9mm. pistol	1 killed (student)	Shooter (student) was in a group of students who opened fire on the victim during a rebuttal fight.
August 31, 1993 Tuesday	UO, Male	Atlanta, Georgia (Harper HS)	(gun)	1 killed (student)	Shooter (student) was in a feud with another student when he pulled out a gun and fatally shot them.
September 2, 1993 Thursday	UO, Male, 16	Dallas, Texas (Roosevelt HS)	(gun)	1 killed (student)	An argument between two students lead to one of them pulling out a gun and firing several shots into the other, killing them.
September 7, 1993 Tuesday	Bryant Boyd, Male, 18	Los Angeles, California (Dorsey HS)	(gun)	1 wounded (Student)	Angry students left school and returned with a gun to shoot the student who had been arguing with them. Poor aim led to an innocent bystander being shot.
September 17, 1993 Friday	Kevin Newman, Male, 29	Sheridan, Wyoming (Central MS)	(gun)	4 wounded (students)	Shooter (no relation) opened fire on an athletic field while middle school kids were

					practicing. Four of them were wounded before the shooter took his own life. A suicide note was later found.
September 21, 1993 Tuesday	Adrian Reed, Male, 17	Rochester, New York (HS)	Sharp object	1 wounded	Offender (student) spilled oil on another student by accident which started a fight and led to the offender stabbing the other student.
September 25, 1993 Saturday	Steven Chadwick, Male, 19 Anthony Dawkins, Male, 22	Washington, D.C. (Weatherless ES)	(guns)	2 killed	gang members arrived at an elementary school playground where a pickup game was taking place. They opened fire killing a player and a 4 year old girl who was watching the game.
October 12, 1993 Tuesday	Laura Moyer, Female, 16	New Castle, Delaware (Dover HS)	.32 caliber pistol	1 killed (suicide)	Young female student committed suicide in the school bathroom.
October 14, 1993 Thursday	UOs	Detroit, Michigan (Redford HS)	(guns)	1 killed (student)	While waiting for the bus after school, a young boy was shot to death by gang members who had mistaken his identity.
October 18, 1993 Monday	UO, Male , 15	Washington, D.C. (J.H.Johnson HS)	(gun)	1 wounded (student)	Shooter opened fire in the school locker room toward a specific victim. The victim escaped after being shot once.
October 18, 1993 Monday	Sam Anderson, Male, 15	Hampton, Virginia (Kecoughton HS)	Knife	1 killed (student)	Fight broke out over a girl and the offender pulled out a knife and stabbed the other student in the neck.
November 1, 1993 Monday	Troy Jones, Male, 15	Chicago, Illinois (Sullivan HS)	(gun)	1 killed (student)	Boys were fighting over an unknown topic when the offender pulled out his gun and shot the other.
November 4, 1993 Thursday	Omar Jones, Male, 19	Jacksonville, Floride (Terry Parker HS)	(gun)	1 killed (student)	Shooter tried to rob a younger victim but when unsuccessful, he shot him in the head with his pistol.
November 4, 1993 Thursday	UO	New Britain, Connecticut (New Britain HS)	(gun)	1 killed (student)	Shooter opened fire on victim who was standing on the front steps of the high school
November 5, 1993 Friday	UO	Bay Springs, Mississippi (Bay Springs HS)	.38 caliber pistol	1 killed (student)	Offender shot and killed another student while on school grounds.

November 6, 1993 Saturday	Maurice Bailey, Male, 15	Elliott, Pennsylvania (Thaddeus Stevens ES)	Knife	2 killed (girlfriend, unborn baby)	Young youth wanted his girlfriend to have an abortion and when she refused he stabbed her in the neck killing her and her baby.
November 11, 1993 Thursday	UO	Springfield, Illinois (Ridgely ES)	(gun)	1 killed (student)	Victim was member of a gang and police believe he was shot at school because of the gang activity.
November 29, 1993 Monday	UO	Kansas City, Missouri (Center HS)	(gun)	1 killed (cousin of student)	Victim was fatally shot while sitting in his car waiting for his cousin to finish up a basketball game.
December 1, 1993 Wednesday	Leonard McDowell, Male, 21	Wauwatosa, Wisconsin	(gun)	1 killed (associate principal)	Shooter (former student) returned to former high school where he fatally shot the associate principal.
December 8, 1993 Wednesday	Aron Grilliam	Savannah, Georgia (Beach HS)	Revolver (gun)	1 killed (student)	Student shot outside the front doors of high school. Police believe it was gang related.
December 15, 1993 Wednesday	2 UOs	San Fernando Valley, California (Chatsworth HS)	(gun)	1 wounded (student)	2 offenders tried to rob a student of his book bag but when he refused, they shot him three times.
December 16, 1993 Thursday	Stephen Leith, Male, 39, Caucasian	Chelsea, Michigan (Chelsea HS)	9-millimeter semiautomatic pistol (handgun)	1 killed (1 superintendent), 2 wounded (1 principal, 1 teacher)	Shooter (teacher) walked out of staff meeting, returned with a gun and shot 3 individuals. Police found him sitting in a chair in his classroom by himself where they arrested him.
January 20, 1994 Thursday	UO	Los Altos High School, Hacienda Heights, California	(gun)	1 Killed(Benjamin Barranza, Student)	A car drove up to Benjamin and shot him to death.
January 21, 1994 Friday	Joseph Leon Olivo, Male, 17	Kennard High School, Kennard, Texas	.30-.30 Rifle	1 Suicide(Joseph Leon Olivo)	Joseph Leon told his teacher and fellow classmates to leave the room then he killed himself.
January 26, 1994 Wednesday	Floyd Brown, Male, 18	Eau Claire High School, Columbia, South Carolina	.22-caliber semiautomatic handgun	1 Killed(Earnest Dunlap, Student)	Floyd Brown and Earnest were fighting when Floyd pulled out a gun and shot Earnest three times fatally wounding him.
January 26, 1994 Wednesday	UO, Male, 17	Paul Lawrence Dunbar High School, Washington, D.C.	9mm Pistol	0	A fight broke out when a boy started discharging rounds at two others he missed multiple times and was arrested before anyone was injured

January 26, 1994 Wednesday	UO	Eliot Junior High School, Washington, D.C.	(gun)	0	An unidentified gunman opened fire at students, but missed no injuries were reported.
January 27, 1994 Thursday	UO(gang)	Washington Elementary School, San Jose, California	(gun)	1 killed(Osvaldo Mojarro Rios, father)	gang members drove up and shot Osvaldo in the head and arm wounding him fatally.
January 28, 1994 Friday	UO,UO,UO,UO,UO	Charles A. Mooney Middle School, Cleveland, Ohio	Fighting	1 killed(Paul Wallace, Student)	Five people attacked Paul Wallace beating him to death.
January 31, 1994 Monday	Darrell Cloud, Male	Marcus Whitman Middle School, Seattle, Washington	(gun)	1 Killed(Neal Summers, Teacher)	Darrell Cloud shot Neal Summers fatally wounding him.
February 1, 1994 Tuesday	Phillip Hernandez, Male, 14	Valley View Junior High School, Simi Valley, California	Knife	1 Killed(Chad Patrick Hubbard, Student)	Phillip stabbed a bully named Chad killing him.
February 1, 1994 Tuesday	Philip Hernandez, Male, 13,	Simi Valley, California (Valley View Junior HS)	Knife (knife)	1 killed (student)	Offender (student) stabbed to death another student in the school hallway
February 7, 1994 Monday	Larry Ray Shelton, Male, 48	Lee County School District Offices in Fort Myers, Florida	.38-caliber handgun	1 Killed(James Adams, Superintendent) 1 Suicide(Larry Shelton, Former Teacher)	Larry Shelton shot and killed James Adams then drove away and committed suicide.
February 8, 1994 Tuesday	UO	Osborn High School, Detroit, Michigan	(gun)	1 Killed(Steven Watkins, Student)	Steven Watkins was gunned down by unknown assailants.
February 14, 1994 Monday	Gile W., Male 15	Carlmont High School, Belmont, California	(gun)	1 Killed(Edwin Sims, Student)	Gile W and Edwin Sims were fighting. Edwin pulled out a BB gun while Gile pulled out a more powerful gun he opened fire killing Edwin.
February 20, 1994 Sunday	Robert J. Gaucher, Male , 62	E.O. Smith High School, Mansfield, Connecticut	Noose	1 Suicide (Robbert J. Gaucher, Superintendent)	Robert killed himself in his office.
February 3, 1994 Thursday	UO, Male, 17	Ensley High School, Birmingham, Alabama	(gun)	1 wounded(Andre Allen, Student)	An unnamed member of a gang walked up and shot Andre Allen, (gang member, Student)
March 9, 1994 Wednesday	Cornell Andrew Cheeks Jr., Male, 17	Eastern High School, Washington, D.C.	(gun)	1 Wounded(Jerome Cook, Student)	Cornell Andrew Cheeks was shot four times by Jerome Cook at lunch.
March 15, 1994 Tuesday	UO	Goose Creek High School, Charleston, South Carolina	(gun)	1 Killed(Michael Ryan Spann, Student)	Michael Spann was shot after watching a fist fight by an unknown assailant
March 23, 1994 Wednesday	Brain Ronquillo, Male, 19 Ceaser Sarausad II, Male, 19	Ballard High School, Seattle, Washington	(gun)	1 Killed(Melissa Fernandes, Student) 1 wounded(Student)	Two gang members drove by Melissa Fernandes and a 16 year old student shooting her in the head killing her, and wounding the 16 year old.
March 30, 1994 Wednesday	Bernard P. Townsend, Male,	Bradwell Institute, Hinesville,Georgia((sharp object)	1 Killed(George Jenkins, Student)	Whilst fighting in a school parking lot

	19	HS)			Bernard(Student) stabbed George wounding him fatally.
March 5, 1994 Tuesday	UO, Male, 16	McNeil High School, Austin, Texas	9mm Handgun	2 Wounded(Students)	A student brought a gun to school it went off and injured two students.
April 8, 1994 Friday	Warren Emmanuel Graham, Male, 17	Largo High School, Upper Marlboro, Maryland	9mm semiautomatic Beretta pistol	1 Wounded(Barrington Miles, Teacher)	Warren (student) was attempting to sell a gun at his school when a teacher walked in he fired the gun hitting the teacher in the chest.
April 12, 1994 Wednesday	Jason Osmanson, Male, 10	Margaret Leary Elementary School, Butte, Montana	.22-caliber pistol	1 Killed(Jeremy Bullock, Student)	Jason osmanson(Student) fired his weapon at a bully that was making fun of his parents for having AIDS, he missed fatally wounding Jeremy Bullock(Student)
April 13, 1994 Thursday	Jorge David Licea, Male, 10	Forty-Ninth Street Elementary School, Los Angeles, California	.380-caliber semiautomatic handgun	1 Suicide(Jorge David Licea, Student)	Jorge killed himself at school.
April 19, 1994 Tuesday	UO	Eliot Junior High School, Washington, D.C.	(gun)	1 Killed(Louis Edward Lehear, (?))	Louis was gunned down on the steps of the school.
April 21, 1994 Thursday	Jeremy Bryant, Male, 14	John Trotwood Moore Middle School, Nashville, Tennessee	(gun)	1 Killed(Terrence Murray, Student)	The shooter(Student) was passed a gun that was loaded he pulled the trigger shooting Terrence Murray(Student) in the head fatally wounding her
May 2, 1994 Monday	Tyhno Rock, Male, 18	North Miami High School, North Miami, Florida	.380-caliber semiautomatic pistol	1 Killed(Edvard Almonor, Student)	Tyhno Rock (Student) was showing his friends a gun when he aimed at Edvard(Student) he pulled the trigger and she died.
May 2, 1994 Monday	Desmon Venn, Male, 17	West Bloomfield High School, West Bloomfield, Michigan	Fighting	1 Killed(Zuhair Pattah, Student)	A seventeen year old Desmon hit Zuhair in the face knocking him to the pavement he was put into a coma then died 9 years later.
May 25, 1994 Wednesday	Amy Gamarello, Female, 17	Lakeland Regional High School,, Wanaque, New Jersey	.357 Magnum	1 Suicide(Amy Gamarello, Student)	A distraught Amy Gamarello(Student) committed suicide in the woods behind her school with a .357 magnum.
May 26, 1994 Thursday	Clay Shrout, Male, 17	Larry A. Ryle High School, Union, Kentucky	(gun)	4 Killed(Harvey Shrout, Father, Rebecca Shrout, Mother, Lauren and Kristen, Sisters)	Clay Shrout was punished and in retaliation he killed his parents and his sisters. He then took a classroom hostage

					but released them after 30 minutes
July 11, 1994 Monday	Brian Edwards, Male, 13	Pleasantville Cottage(MS), Pleasantville, New York	Fighting	1 killed(Nicholas Ippoliti, Student)	Brian Edwards (Student) strangled Nicholas Ippoliti (Student) in the woods.
July 21, 1994 Thursday	Arcelia Trumaine Stovall, Female, 36	Ardmore Child Care Center, Ardmore, Pennsylvania	Fighting	1 Killed(?)	Arcelia Trumaine (?) Stovall killed her friend in front of a group of preschoolers.
July 24, 1994 Sunday	Scott Walker, Male, 15	Manchester Elementary School, Manchester, Pennsylvania	(gun)	1 Killed (Randy Hawkins (?))	Scott Walker (Student) shot a 23 year old man killing him at a school basketball game.
July 25, 1994 Monday	Michael Coffman, Male, 16	Ottumwa High School, Ottumwa, Iowa	(gun)	1 Killed(Jeramy Wayne Allen, Student)	Michael Coffman (Student) killed Jeramy Wayne Allen (Student) during a fight.
September 7, 1994 Wednesday	UO(gang)	Hollywood High School, Los Angeles, California	(gun)	1 Killed(Rolando Ruiz, student)	While standing on a sidewalk outside of school gang members approached Rolan Ruiz they jumped out of the car and shot him fatally wounding him.
September 12, 1994 Monday	UO, Male, 15	Edison High School, Minneapolis, Minnesota	(sharp object)	1 wounded(Student)	During a fight a 15 year old student stabbed a 16 year old student wounding him. The student recovered.
October 12, 1994 Wednesday	Nicholas Atkinson, Male, 16	Grimsley High School, Greensboro, North Carolina	9mm Pistol	1 Wounded(Assistant Principal) 1 Suicide(Nicholas Atkinson, Student)	Nicholas Atkinson (student) was suspended from school, but he came anyway he shot the Assistant principal wounding him and then committed suicide.
October 25, 1994 Tuesday	Hopeton Minott, Male, 17	Mt. Vernon High School, Mt. Vernon, New York	Fighting	1 killed(Shebule Jackson, Student)	Hopeton Minott(student) was fighting with Shebule Jackson(Student) when he pulled out a knife and killed Shebule
October 27, 1994 Thursday	Jocelyne Siebenrock, Female, 46,	Woodland, California (Dingle ES)	Vehicle	2 wounded (2 students)	Offender (mother) was picking her grandchildren from school when she drove her car over a curb running over 2 students. Witnesses say she was smiling and laughing while she did so. Offender was under-the- influence of alcohol and had not taken her anti-depression meds for 2 days.

November 5, 1994 Saturday	UO	Thomas Jefferson Elementary School, San Leandro, California	Rape/Sexual Assault/(gun)	1 Killed(Evelyn, Student)	Evelyn was walking near the school, and was raped and shot in the head. She was banging on the school door when the police showed up she died the next day.
November 7, 1994 Monday	Keith Ledeger, Male, 37, Caucasian	Wickliffe, Ohio (Wickliffe MS)	12-guage Shotgun (gun)	1 killed (1 custodian), 3 wounded (1 assistant principal, 1 officer, 1 teachers)	Shooter (former student of high school) enters school and shoots 5 individuals, fatally killing 1 of them.
November 8, 1994 Tuesday	Chad Welcher, Male, 16	West Delaware High school, Manchester, Iowa	Shotgun	1 wounded(secretary)	Chad welcher fired two shots into the schools administration offices wounding a secretary.
November 15, 1994 Tuesday	Thorin Baldwin, Male, 17	Stadium High School, Tacoma, Washington	(gun)	1 Suicide(Thorin Baldwin, Student)	Thorin Baldwin (Student) committed suicide in school.
January 5, 1995 Wednesday	UO, Male, 14	Cardozo, HS, New York	.380- caliber pistol	1 killed (student) 1 wounded (student)	Shooter (Student) pulled a gun and shot one student three times fatally in the back, and wounding another.
January 10, 1995 Tuesday	Robert Warthen, Male, 15	Palm Beach Gardens High School, Florida	(gun)	1 killed (student)	Robert Warthen (student) argued with his girlfriend, then committed suicide
January 12, 1995 Thursday	UO, Male, 15	Garfield High School, Seattle, Washington	9mm semiautomatic handgun	2 wounded(Students)	Shooter (student) was firing his weapon at Hassan Coaxum, and a ricocheting bullet hit a girl, and Huassan. The shooter was arrested nearby on a sports field.
January 23, 1995 Monday	John Sirola, Male, 13	Sacred Heart Middle School, Redlands, California	Sawed off shotgun	2 killed(principal) 1 suicide(John, shooter)	John Sirola shot his principal fatally wounding him, then tripped and shot himself fatally
January 24, 1995 Tuesday	Michael Taylor, Male, 15	McCluer North High School, St. Louis, Missouri	Fighting	1 killed (Christine Smetzer, Student)	Michael Taylor (Student) raped and beat a girl to death in the girl's restroom.
February 1, 1995 Wednesday	Nashibo George, Male, 14	Charlotte Amalie High School, St Thomas, U.S. Virgin Islands	(Knife)	1 killed(Lamar Knight, Student)	Nashibo George (Student) stabbed Lamar Knight that he was fighting with.
April 2, 1995 Tuesday	UO, 16	Jordan High School, Long Beach, California	(gun)	2 Wounded(Javier and his friend)	gang member shot Javier Gutierrez (Peace 90805) in the back, and wounded one of Javier's friends.

April 21, 1995 Friday	Marsha Mayfield, Female,17	Holly Springs High School, Holly Springs, Mississippi	(Knife)	1 Killed(Shelisa Hunt)	Marsha Mayfield (Student) stabbed Shelisa hunt (Student) in the heart over a boy.
May 18, 1995 Thursday	Rene Nieves, Male, 18, Christian Bremmer, Male, 18	Narbonne High School, Harbor City, California	Fighting	1 killed (Shazeeb Andleeb)	Rene Nieves (Student), and Christian Bremmer (Student) beat Shazeeb Andleeb (Student) to death.
June 14, 1995 Thursday	Alexander Kucer, Male	Lake Worth High School, Lake Worth, Florida	.45-caliber pistol	2 wounded(Dieuly Aristilde, 18, and Erica Mosley,14)	Alexander Kucer(Student) fired his weapon hitting Dieuly(Student) and Erica Mosley(Guest)
August 19, 1995 Tuesday	Jonah Inversion, Male, 12	Memorial Middle School, Laredo, Texas	Sawed-off Shotgun	1 Killed(Elizabeth Rivera)	Jonah Inversion (Student) followed Elizabeth Rivera(Student) into the bathroom and shot her in the head.
September 12, 1995 Tuesday	Columbus Coffey, Male, 15	Cypress Junior High School, Memphis, Tennessee	.38-caliber handgun	1 Killed(Torenzo Maurice Bell)	Torenzo Maurice Bell (Student), and his friend jumped Columbus Coffey (Student), he pulled out a gun and killed Torenzo.
September 14, 1995 Thursday	Alfred Williams, Male, 17	Olathe North High School, Olathe, Kansas	.22-caliber Jennings semiautomatic handgun	2 Killed(Wilson Montenegro, Jerrell Frazier)	Alfred Williams (Student of a rival high school) drove by shooting Wilson Montenegro, and Jerrell Frazier wounding them fatally.
September 15, 1995 Wednesday	Daniel Watson	George Rogers Clark High School, Clark County, Kentucky	Guns	0 Wounded	Daniel Watson (Student) had been in a fight, returned home and brought two guns. He held one student hostage.
September 21, 1995 Thursday	UO, Female, 12	Jefferson Middle School, Rochester, New York	(Steak Knife)	1 Killed(Stephany Givens)	The killer (Student) was arguing with Stephany (Student) after getting off the bus stabbed her in the neck.
September 29, 1995 Friday	Keith Eugene Johnson, Male, 14	Tavares Middle School, Tavares, Florida	9mm semiautomatic pistol	1 Killed(Joey Summerall)	Shooter (Student) encountered Joey Summerall (Student) and emptied the clip into Joey killing him.
October 3, 1995 Tuesday	Marcos, Male, 15, Pavel Zapata, Male, 17 Gerardo Avila, 19	Gilroy High School, Gilroy, California	(Knife)	1 Killed(Carlos Vaca)	There was a fight between Carlos Vaca(gang Member), Marcos Valdez(gang Member), and Parvel Zapata(gang Member) which lead to Carlos being stabbed fatally
October 10, 1995	UO, Male, 9	Marshall	Fighting	1 Killed(Nedra	A student of 9 years

Tuesday		Elementary School, St. Louis, Missouri		Morris)	of age punched Nedra Morris in the chest, inducing a heart attack killing her.
October 12, 1995 Thursday	Toby Sincino, Male, 15/16	Blackville, South Carolina (Blackville-Hilda HS)	(gun)	2 killed (1 teacher, suicide), 1 wounded (teacher)	Shooter (student) angered from being suspended, enters high school and shot 2 teachers, killing one of them. Shooter committed suicide afterwards.
October 30, 1995 Monday	Edward Earl Spellman, Male, 17	John F. Kennedy High School, Richmond, Virginia	.380 Caliber semiautomatic pistol	4 wounded {Clifford Hill, Shantell Byrd, Saaeda Pulliam, and Jarshima Roberson}	Edward Earl Spellman (no relation) walked up behind Clifford hill, Shantell Byrd, Saaeda Pulliam, and Jarshima Roberson and opened fire wounding all four of them.
November 15, 1995 Wednesday	James Rouse, Male, 17, Caucasian	Lynville, Tennessee (Richland HS)	.22-caliber rifle (gun)	2 killed (1 teacher, 1 student), 1 wounded (teacher)	Shooter (student) upset over poor grades enters school with gun and shoots 3 individuals, fatally killing 2 of them. Apprehended by a student and teacher.
January 2, 1996 Tuesday	John Pegg, Male, 16	Girard High School, Girard, Pennsylvania	(gun)	1 Killed (John Pegg)	John Pegg (Student) shot himself in the head.
January 19, 1996 Friday	Darrick Evans, Male, 16	Washington, DC (Winston Education Center)	(gun)	1 killed (student)	Shooter (student) shot another student in a stairwell)
January 26, 1996 Friday	UO,	East High School, Memphis, Tennessee	(gun)	1 Killed (Glenn Taylor)	A fight broke out after a basketball game, Glenn attempt to stop the fight and was shot. Glenn was fatally wounded.
January 29, 1996 Monday	UO	Tustin High School, Tustin, California	Knife	1 Killed (Thien Minh Ly)	Thien (Student) was practicing in line skating and was stabbed.
January 30, 1996 Tuesday	UO, Male, 15 UO, Male, 15	Denby High School, Detroit, Michigan	Knife	1 Killed (Demetrius Anderson)	Demetrius was stabbed for Unknown reasons by two fifteen year olds
February 2, 1996 Friday	Barry Loukaitis, Male, 14, Caucasian	Moses Lake, Washington (Frontier MS)	30-30 caliber rifle (gun) .357 magnum (handgun) .25 caliber semiautomatic pistol (handgun)	3 killed (1 teacher, 2 students) 1 wounded (student)	Shooter (student) entered school's classroom and shot 3 students, killing 2 of them, and then fatally shot his teacher. Held class hostage for 10 minutes until the main hostage (another teacher) subdued him until the police arrived.
February 8, 1996 Thursday	Douglas Bradley, Male, 16	Mid-Penninsula High School, Palo	.38- Caliber semiautomatic	1 Suicide (Douglas Bradley, Student)	Douglas Bradley threw money to

		Alto, California		1 Wounded	attract his classmates then opened fire wounding one. Afterwards committing suicide
February 22, 1996 Thursday	Keith Antoine Green, Male, 15	Jenkins High School, Savannah, Georgia	.380- Caliber semiautomatic pistol	1 killed(Dwayne Cedric Martin, Student)	Keith opened fire fatally wounding Dwayne as students were lining up to ride the bus home.
February 29, 1996 Thursday	Mark Boyd, Male, 30	Beaumont High School, St. Louis, Missouri	.38-caliber handgun	2 Killed(Kyunia Taylor, Student, Diamond Taylor, Fetus) 1 wounded (Richard Lanemann, Bus driver)	Mark Boyd got onto a bus and began firing fatally wounding Kyunia Taylor and her unborn child, and wounding the bus driver Richard Lanemann.
March 11, 1996 Monday	Jamie Hurley, Male, 15	North Stanly High School, New London, North Carolina	9mm Pistol	1 Suicide(Jamie Hurley, Student)	Jamie went into algebra to take a quiz and shot himself.
March 19, 1996 Tuesday	UO	Swainston Middle School, Las Vegas, Nevada	Pellet gun	2 Wounded	Two students were wounded by a pellet gun about 11:30 AM
March 25, 1996 Monday	Anthony Rutherford, Male, 18 Jonathan Moore, Male, 15 Joseph Burris, Male, 15	Patterson, Missouri	Unknown	1 killed (student)	Unknown
April 11, 1996 Thursday	UO, Male, 16	Talladega High School, Talladega, Alabama	12 gauge shotgun	1 killed (Bobby Roberson Jr.)	The shooter and Bobby Roberson Jr. were arguing when the 16 year old pulled out a gun and wounded Bobby fatally.
April 15, 1996 Monday	UO	McKinley High School, Washington, D.C.	Unknown	1 Killed(23 year old Alumnus)	Unknown
April 29, 1996 Monday	Kevin Don Foster, Male, 18 Derek Shields, Male	Riverdale High School, Fort Myers, Florida	12 gauge stainless-steel Mossberg shotgun	1 Killed(Mark Schwebes)	Derek Shields knocked on the victims door turn and ran then Kevin Don Foster opened fire killing Mark Schwebes.
May 14, 1996 Tuesday	Justin Allgood, Male, 15	Bingham Middle School, Taylorsville, Utah	.357 Magnum	1 Wounded(Sula Bearden, Bus Driver) 1 Suicide(Justin Allgood)	Justin Allgood held up a bus shooting Sula Bearden (Bus driver) and then driver into a two story house after that he shot himself.
June 4, 1996 Tuesday	Stasiu Neil Kowalski, M, 16	West Valley High School, Hemet, California	(gun)	1 Suicide(Stasiu Neil Kowalski, Student)	While students were arriving at school Stasiu shot himself to death.
July 26, 1996 Friday	Yahao Albert Rivas, Male, 18	John Marshall High School, Los Angeles, California	9mm Handgun	2 Wounded(Alex Merida, Student, and Angela Hernandez, Student)	The shooter missed his intended target and instead wounded two students when firing a 9mm handgun.

September 17, 1996 Tuesday	Jillian Robbins, Female, 19, Caucasian	State College, Pennsylvania (Pennsylvania State University)	7mm Mauser rifle (gun)	1 killed (student), 2 wounded (2 students)	Shooter (non- student) fired off random shots on the lawn in the center of campus killing one student and wounding another, as well as herself in the altercation when a student attempted to disarm her. She was rushed to a psychiatric hospital where she spent six months.
September 25, 1996 Wednesday	David Dubose Jr., Male, 16	Scottsdale, Georgia	(gun)	1 killed (teacher)	Shooter (student) was at the school less than a week when he shot and killed a teacher.
September 25, 1996 Wednesday	Taquisha Ragsdale, Female, 15 LaShawna Duval, Female, 17	Wichita Falls High School, Wichita Falls, Texas	Knife	1 Killed(Erika Holloway, Student)	Taquisha Ragsdale, and LaShawna Duval attacked Erika Holloway at a school bus stop.
October 2, 1996 Wednesday	Steven Boyd, Male, 25	Smedley Elementary School, Philadelphia, Pennsylvania	(gun)	2 Killed(Stacey Buxton-Boyd, Mother, and Lealoe Coles, Visitor)	Steven Boyd shows up and kills his ex- wife and her cousin that was waiting with her.
October 4, 1996 Friday	UO, Male, 17	St. Bernard High School, Playa del Rey, California	(gun)	1 Killed(Earoll Michael Thomas, Student) 1 Wounded	A Jordan football player opened fire on two youths killing one and wounding another
October 9, 1996 Wednesday	Willis Johnson, Male, 14	Jacksonville Senior High School, Sherwood, Arkansas	.22-caliber revolver	1 Killed(Earl Jamerson Routt, Student)	While arguing Willis pulled out a .22 and fatally wounded Earl Jamerson Routt
October 11, 1996 Friday	Kembert Thomas, Male, 15	Sumner High School, St. Louis, Missouri	(gun)	1 Killed(Lamon Hones, Student)	During a fight the shooter opened fire and fatally wounded Lamon Hones.
October 16, 1996 Wednesday	Gena Lawson, Female, 15	Pensacola High School, Pensacola, Florida	Knife	1 Killed 1 Wounded	Two sisters were attacked by Gena Lawson with a knife one was wounded fatally
November 27, 1996 Wednesday	Steven Grives, Male	Highlands High School, Sacramento, California	(gun)	1 Killed (Darnell Augustus Jr.)	Police officer Grives ordered Darnell to halt his gun goes off and he fatally wounds Darnell.
January 7, 1997 Tuesday	UO, Male, 15, Hispanic	Robert Gould Shaw Middle School, West Roxbury, Massachusetts	Knife	1 Wounded	A brawl between Hispanic And Somali students broke out one Hispanic student stabbed another in the finger
January 11, 1997 Saturday	UO, UO, UO	Crown Heights High School, New York City, New York	(gun)	2 Wounded 1 Killed	Brawling occurred when three of the boys drew a gun killing one and injuring two

January 27, 1997 Monday	Tronneal Mangum, Male, 13	Conniston Middle School, West Palm Beach, Florida	(gun)	1 killed(John Pierre Kamel, Student)	John was attempting to retrieve his stolen watch from Tronneal (student) when Tronneal opened fire killing John.
February 18, 1997 Tuesday	UO	Lincoln Elementary School, Ventura, California	Unknown	1 Killed (Marsha Ann Lane, homeless advocacy group)	Unknown
February 19, 1997 Wednesday	Evan Ramsey, Male, 16, Caucasian	Bethel, Alaska (Bethel Regional HS)	12-guage shotgun (gun)	2 killed (1 principal, 1 student), 2 wounded (2 students)	Shooter (student) entered student commons area where he fatally shot a student and the wounded two more. Then he entered the school, and fatally shot the principal. After which he laid his gun down and surrendered.
February 20, 1997 Thursday	Melissa Chambliss, Female, 17	First Coast High School, Jacksonville, Florida	(gun)	1 Suicide(Melissa Chambliss, Student)	Melissa Chambliss committed suicide after failing for an athletic scholarship tryout
February 20, 1997 Thursday	UO	Rancho High School, Las Vegas, Nevada	(gun)	1 wounded(Student)	A car showed up to campus then shot at the 16 year old
March 5, 1997 Wednesday	David Rodriguez, Male, 20	Bayonne High School, Newark, New Jersey	Knife	1 Killed(Aubrey Taylor, Student) 1 Wounded(Akim Garland, Student)	David Rodriguez stabbed a student to death and wounded another
March 17, 1997 Monday	UO,UO,UO	Pershing High School, Detriot, Michigan	(gun)	1 Killed(Kenneth Baumgart, Student)	Three male high school students were fighting with Kenneth and then shot him fatally wounding him
March 25, 1997 Tuesday	UO(gang)	Buena High School, Ventura, California	Knife	2 Wounded	gang members attacked a group of a dozen students that went for a power walk
March 27, 1997 Thursday	UO,UO,UO,UO,U O	Sullivan Middle School, Lowell, Massachusetts	Fighting	1 Killed(David McHugh, Teacher)	David McHugh attempted to break up a fight against five to six students and was kicked in the ear which eventually became fatal
April 28, 1997 Monday	Peter Henriques, Male, 16	Cumberland Regional High School, Upper Deerfield Township, New Jersey	Fighting	1 Killed(Nielsen Mason, Student)	Peter Henriques beat Nielsen Mason to death
April 30, 1997 Wednesday	UO	City-as-School high school, New York City, New York	(gun)	1 wounded(Cornelius Ray, Student)	Cornelius Ray was fighting with an 18 year old male student that pulled a gun and shot him.
May 14, 1997 Wednesday	UO	Wilde Lake High School, Columbia Maryland	Unknown	1 Killed(Dr. Lawrence C. Hoyer, Teacher)	Dr.Lawrence was breaking up a fight and later died

May 16, 1997 Friday	Alex del Thomas, Male, 34	Rio Linda High School, Rio Linda, California	(sharp object)	1 Killed(Michelle Montoya, Student)	Alex Del Thomas (Janitor) stabbed Michelle Montoya (Student) and crushed her skull.
September 11, 1997 Thursday	UO	Berkley High School, East Campus, Berkeley, California	(knife)	1 Killed(Alberto Perez, Student)	14 year old boy(student) stabbed Alberto Perez to death
September 18, 1997 Thursday	Deshard Mosley, Male, 15	Southwest Dekalb High School, Atlanta, Georgia	Knife	1 Killed(Ronald Gaines, Student)	Deshard Mosley was being taunted by Ronald Gaines(student) so he stabbed him killing him.
October 1, 1997 Wednesday	Luke Woodham, Male, 16, Caucasian	Pearl, Mississippi (Pearl HS)	336 .30-30 caliber rifle (gun) Knife (knife)	3 killed (2 students, mother), 7 wounded (7 students)	Shooter (student) fatally stabbed and bludgeoned his mother in the morning. He then drove to school where he fatally shot 2 students, and wounded 7 others. The assistant principal detained him with a pistol of his own until the police arrived. Shooter gave a message to a friend just before the shooting detailing why he did what he did.
October 10, 1997 Friday	UO	Lew Wallace High School, Gary, Indiana	(gun)	1 Killed 2 Wounded	During a football game gunfire was hurt one student was killed two were injured
October 14, 1997 Tuesday	Armando Montiel, Male, 19	Lakeview Centennial High School, Garland, Texas	(gun)	1 Suicide (Armando Montiel, Student)	Armando killed himself in one of the school's restrooms
October 22, 1997 Wednesday	Robert Dang, Male, 21	John Glenn High School, Norwalk, California	9mm Glock handgun	1 Killed(Cathernine Tran, Student) 1 Suicide(Robert Dang)	Robert(Former Student) went into his ex-girlfriends school found her and killed her then killed himself
October ?? 1997	Brandon lee Hartsoe, Male, 13	Lincoln memorial Middle School, Palmetto, Florida	(gun)	1 Wounded(Trent Murray)	Brandon Lee(student) Hartsoe fired upon Trent Murray(Student) wounding him
November 7, 1997 Friday	James David Cambell, Male, 18	Ribault High School, Jacksonville, Florida	(gun)	1 Killed(Gary White Jr., Student) 1 Wounded(El Omar Downs, Student)	James David Cambell ran into two students that he believed shot his cousin. He opened fire fatally wounding Gary White Jr. And injuring Omar Downs.
November 13, 1997 Thursday	UO	Creekside Elementary School, Sacramento,	(gun)	1 Killed(Mike Logsdon, Parent)	Mike Logsdon was waiting for his six year old child and

		California			was shot and killed.
November 27, 1997 Thursday	Tronneal Mangum, Male, 14, (African- American)	West Palm Beach, Florida (Conniston MS)	.38-caliber pistol (handgun)	1 killed (student)	Shooter (student) brought gun to school and fatally shot another student.
December 1, 1997 Monday	Michael Carneal, Male, 13/14, Caucasian	West Paducah, Kentucky (Health HS)	22. caliber long rifle (gun) 12 gauge pump- action shotgun (gun) .22 caliber pistol (handgun)	3 killed (3 students), 5 wounded (5 students)	Shooter (student) arrived at school, pulled pistol out of backpack and fired shots into a youth prayer group killing 3 students and wounding 5 more. He dropped the gun, surrendered to the principal, and stated "kill me, please. I can't believe I did that."
December 3, 1997 Wednesday	UO	Madera High School, Madera, California	Fighting	1 Killed(Alvrio Almanza, Student)	Alviro Almanza and another student were fighting Alviro fell and hit his head causing an aneurysm
December 15, 1997 Monday	Joseph "Colt" Todd, M, 14	Stamps, Arkansas (Stamps HS)	.22 caliber rifle (gun)	2 wounded (2 students)	Shooter (student) hid in the woods while he shot 2 students outside the high school, but neither died.
January 13, 1998 Tuesday	Octavious M. Clark, M, 17	Spingarn High School, Washington, D.C.	(gun)	1 Killed(Adilah Gaither, Student)	Clark attacked Adilah with a gun fatally wounding her
February 5, 1998 Thursday	UO	Ventura High School, Ventura, California	(gun)	0	Unknown
February 12, 1998 Thursday	Geraisimof Metaxas, Male, 61	Hoboken High School, Hoboken, New Jersey	.380-caliber automatic pistol	1 Killed(John A. Sacci, Teacher) 1 Suicide(Geraisimof)	Geraisimof walked up and shot John three times killing him
February 25, 1998 Wednesday	Vincent Garofalo, Male, 14	Reed City High School, Reed City, Michigan	.22-caliber rifle	1 Suicide(Vincent Garofalo, Student)	Garofalo killed himself on his birthday at school
February 27, 1998 Friday	UO(Tiny Rascals Asian Youth gang)	George C. Marshall High School, Fairfax, Virginia	.22-caliber rifle	1 Killed(David Albrecht, Student) 1 Wounded	A gang shot David Albrecht and attempted to shoot his passenger
March 2, 1998 Monday	UO, UO, UO, UO, UO	Pacific High School, Ventura California	Blunt object(Chair)	1 Wounded	A gang walked into a boys and girls club and attacked an opposing gang member wounding him
March 9, 1998 Monday	UO(La Colonia gang)	Rio Mesa High School, Oxnard, California	Knife	1 Wounded	An opposing gang attacked a gang leading to a stabbing
March 9, 1998 Monday	UO(gang) Jeffrey Lance Pennick II, Male, 18	Central Avenue Elementary School, Summit, Washington	Knife	1 Killed(Aaron Ducharme, Student, gang member) 2 Wounded	A gang fought it out at an elementary school leading to one death and two wounded
March 20, 1998 Friday	Javier Manzo, Male, 17 UO, Male, UO, Male	East Campus Educational Center High School,	Knife	1 Killed(Aurelio Robles, Student)	Three gang members attacked Aurelio Robles in a

		Merced, California			hunt for revenge killing him with a knife
March 24, 1998 Tuesday	Mitchell Johnson, Male, 13, Caucasian Andrew Golden, Male, 11, Caucasian	Craighead County, Arkansas (Westside MS)	7 weapons (two semi-automatic pistols, 1 bolt-action rifle, 4 handguns)	5 killed (4 students, 1 teacher), 10 wounded (9 students, 1 teacher)	Shooters (students) pulled firm alarm at school to gather everyone outside where they fatally shot 4 students and 1 teacher and wounded 10 others while they hid in the woods. They attempted to escape but the police captured them.
March 25, 1998 Wednesday	Harley Davidson Carlisle, Male, 18	Coldwater High School, Coldwater, Michigan	12 Gauge shotgun	1 Suicide(Harley Davidson Carlisle, Student)	Harley Davidson drove up to a school locked his doors and committed suicide
March 25, 1998 Wednesday	UO, Male	Fernado Rivera Middle School, Daly City, California	.25-caliber pistol	0 Wounded	A 13 year old boy held a grudge against his principal so he fired a shot at him but missed.
March 30, 1998 Monday	UO, Female	Grey Culbreth Middle School, Chapel Hill, North Carolina	(gun)	1 Suicide	A 13 year old girl killed herself in the restroom of her school
March 31, 1998 Tuesday	UO, Male	Oakfield Middle School, Oakfield, Wisconsin	(gun)	0	A 14 year old boy was upset about a bad report card and fired shots narrowly missing a student
April 7, 1998 Tuesday	UO, UO	Culver City High School, Culver City, California	(gun)	1 wounded(student, Former gang member)	A gang performed a drive by shooting of the high school wounding a student
April 9, 1998 Thursday	Mitchell Gushwa, Male, 14, Caucasian	Pocatello, Idaho (New Horizons HS)	.22 caliber pistol (handgun) .45 caliber pistol (handgun)	0 killed or wounded	Shooter (student) pulled a gun on his teachers and students while at school. Afterwards, he had a shooting standoff with police that ended peacefully.
April 24, 1998 Friday	Andrew Wurst, Male, 14, Caucasian	Edinboro, Pennsylvania (Parker MS)	.25 caliber pistol (handgun)	1 killed (1 teacher), 3 wounded (2 students, 1 teacher)	Shooter (student) showed up to a dance and fatally shot a teacher outside the building. He then entered the building and wounded 3 more individuals before being confronted by the building owner and his shotgun. The shooter left a suicide note under his pillow before he left home, and claimed he only intended on killing himself.

April 28, 1998 Tuesday	UO, Male, 14	Philadelphia Elementary School, Pomona, California	(gun)	2 Killed(Andre Azocar, and Hector Manuel Lopez, Both students)	Hector and Andre were playing basketball after school hours and a 14 year old boy shot and killed them both.
May 1, 1998 Friday	Juan Roman, Male, 37	Buffalo, New York	.357 magnum (handgun)	1 killed (teacher/wife) 1 wounded (teacher's aide)	Shooter (Sheriff deputy) entered the school, found his wife and fatally shot her before leaving the school and being stopped by police. A teacher's aide was caught in the crossfire; she was only wounded.
May 7, 1998 Thursday	UO	King Estates Middle School, Oakland, California	Unknown	1 Killed(Tracye Scott)	Unknown
May 15, 1998 Friday	UO, Male, 14	John H. Woodson Junior High School, St. Croix, US Virgin islands	Knife	1 Killed(Kevin Tavernier, Student)	Unknown
May 19, 1998 Tuesday	Jacob Davis, Male, 18, Caucasian	Fayetteville, Tennessee (Lincoln County HS)	.22 caliber rifle (gun)	1 killed (student)	Shooter (student) fatally shoots another student due to jealousy over a girl.
May 21, 1998 Thursday	Marko Antonio Guerrero, Male, 17	Jersey Village High School, Houston, Texas	.38 Caliber revolver	1 wounded (Jaimie Anderson)	Marko was feeling threatened at school and felt that was a reason to bring a gun it went off injuring a student
May 21, 1998 Thursday	Miles Fox, Male, 15	Onalaska High School, Onalaska, Washington	(gun)	1 Suicide(Miles Fox)	Miles Fox boarded his high school bus and ordered his girlfriend to come with him he then shot himself
May 21, 1998 Thursday	Ricardo Martin, Male, 15	Rialto High School, Rialto, California	.38-caliber pistol	1 Sucide(Ricardo Martin)	Ricardo learned that he was going to have to repeat the 9 th grade so he killed himself in school.
May 21, 1998 Thursday	Kip Kinkel, Male, 15, Caucasian	Springfield, Oregon (Thurston HS)	9 millimeter pistol (handgun) .22 caliber rifle (gun) .22 caliber pistol (handgun)	4 killed (2 parents, 2 students), 25 wounded (students)	Shooter (expelled student) brutally murdered his parents on 05/20/1998. The next day he drove to the school, shot 2 students outside, and another 25 inside the school before 7 students subdued him until police arrived. Shooter attempted suicide by cop at the police station, but he was only pepper sprayed.

May 27, 1998 Wednesday	UO(gang)	Washington Middle School, Pasadena California	(gun)	2 Wounded(Salvador Gabrield Diaz, and Cesar Escamillia, both students)	gang members shot two students.
May 29, 1998 Friday	Michael Gramming, Male	Stranahan High School, Fort Lauderdale, Florida	(gun)	1 Killed (student) 1 Suicide	Michael Gramming and Nicole Weiser broke up he then killed her and himself
June 15, 1998 Monday	Unknown Offender, Male, 14	Richmond, Virginia (Armstrong HS)	.32 caliber semi-automatic pistol (handgun)	2 wounded (1 teacher, 1 volunteer)	Shooter (student) opened fire against another student but no other students were wounded. However, a teacher and a volunteer were wounded during the shooting.
July 10, 1998 Friday	UO, Male , 16	Burbank High School, Burbank, California	Knife	1 Killed(Adam Smith, Student)	The killer fought with Adam Smith over a girl he stabbed Adam killing him.
September 10, 1998 Thursday	UO, Male	Hebert Hoover High School, Glendale, California	Fighting	1 Killed(Avetis Demichyan, Student)	Between a fight of two students Avetis was beaten to death.
September 29, 1998 Tuesday	Felly Petit-Frere, Male, 17, Occi Eliezer, Male, 18	North Miami Senior High school, Miami, Florida	(gun)	3 wounded(Jackie Valcourt, and Reginald Georges, Students, and Lesonie Walker, Teacher)	Two male shooters snuck a gun into school and injured multiple students as well as one teacher.
October 5, 1998 Monday	UO	San Juan High School, Sacramento, California	12 inch long pipe	1 killed(Vladimir Gayduchik, Student)	The killer beat Vladimir to death in a wood shop shed
October 23, 1998 Friday	UO, Male, 14	Landmark Middle School, Moreno Valley, California	Fighting	1 Killed(Jerod Schroeder, Student)	The killer was in a fight with Jerod he hit him fatally injuring Jerod.
November 5, 1998 Thursday	UO, Male, 13	Wetumpka Junior High School, Wetumpka, Alabama	Knife	1 Killed(Je'cordy Buycks, Student)	A fight between the killer (Student) ended with Je'cordy being stabbed in the head.
January 8, 1999 Friday	Jeff Miller, Male, 17	Central High School, Carrollton, Georgia	.22-caliber pistol	1 Killed(Andrea Garrett, Student) 1 Suicide(Jeff Miller, Student)	Jeff and Andrea had a murder-suicide pact in which he would kill her then himself
January 14, 1999 Thursday	UO, Male	Harry S. Truman High School, New York City, New York	(gun)	2 Wounded	A man got out of a car and opened fire wounding two students
January 21, 1999 Thursday	Randall James, Male, 15	Richland High School, North Richland Hills, Texas	9mm Pistol	1 Suicide(Randall James, Student)	Randall James committed suicide in a bathroom stall.
February 11, 1999 Thursday	UO	Ombudsman Educational Service Center(HS), Elgin, Illinois	(gun)	1 Killed(Hugo Rodriguez, Student) 1 Wounded	The killer walked into the room wearing a mask and shot Hugo multiple times.
February 11, 1999 Thursday	Mitchell Martin, Male, 47	Jefferson- Todd Educational Center Middle school, Purvis, Mississippi	Unknown	0	Mitchell walked into the school and held three women hostage.

March 11, 1999 Thursday	UO	Banner Elk Elementary School, Greenville, North Carolina	Basket Hold	1 Killed(Timothy Thomas, Student)	The killer (worker) placed Timothy in a basket hold where he died of asphyxiation.
April 16, 1999 Friday	Shawn Cooper, Male, 16	Notus High School, Notus, Idaho	12-gauge shotgun	0	Shooter (student) fired 2 shotgun rounds inside his school, narrowly missing teachers and students.
April 20, 1999 Tuesday	Eric Harris, Male, 18, Caucasian Dylan Klebold, Male, 17, Caucasian	Columbine, Colorado (Columbine HS)	TEC-DC9 (machine gun) 995 Carbine (machine gun) pump-action shotgun (gun) double barreled sawed-off shotgun (gun) 99 explosives (bombs) 4 knives (knives)	15 killed (12 students, 1 teacher, 2 suicides), 21 wounded	Shooters (students) placed a bag containing 99 bombs in the cafeteria and waited outside for it to explode. After they failed to explode, the shooters approached the school, shooting 2 students sitting on the lawn. From there the shooters entered the school and continued their massacre. After nearly an hour in the shooting, the shooters committed suicide in unison.
April 22, 1999 Thursday	UO, (Assumed Murphy, and Jonathan Wells)	Scotlandville Middle School, Scotlandville, Louisiana	.22-caliber pistol	2 Wounded(students)	Two students were waiting for a particular person so that they could shoot them; instead they injured a boy and a girl.
April 22, 1999 Thursday	UO	Martin Luther King Jr. Middle School, Atlanta, Georgia	(gun, revolver)	1 killed(Geno Thomas, student)	The suspect shot Geno Thomas in the back of a parking lot.
May 3, 1999 Monday	Steven Allen Abrams, Male, 39	Southcoast Early Childhood Learning Center, Costa Mesa, California	Car	2 Killed(Sierra Soto, and Brandon Wiener, Both Students) 4 wounded (Danielle Knecht, Teacher and Nicholas McHardy, Victoria Sherman, and two other children, all students.)	Steven Allen Abrams drove his car into a group of children killing two and wounding four.
May 20, 1999 Thursday	Thomas Solomon Jr., Male, 15, Caucasian	Conyers, Georgia (Heritage HS)	.22 caliber long rifle (gun) .357 magnum (handgun)	6 wounded (6 students)	Shooter (student) enters school and opens fire in the common area wounding 6. He drops the rifle, walks outside with the handgun, places it in his mouth, but is dissuaded by the principal before he could commit suicide.

June 8, 1999 Tuesday	Juan Manuel Casillas-Arellano, Male, Hispanic	Lynwood, California (Lynwood HS)	(gun)	2 killed (2 students)	Shooter (?) shot 2 students to death on their way to school. Escaped to Mexico before officers could arrest him. Mexico refused to extradite him because of the death penalty.
August 25, 1999 Wednesday	Amanda Gaylynne Tanquary, Female, 16	Jasper County High school, Monticello, Georgia	(gun)	1 Suicide(Amanda Gaylynne Tanquary, Student)	Amanda committed suicide in her pickup truck at school.
September 7, 1999 Tuesday	Brent Austin, Male, 16	Vines High School, Plano, Texas	(gun)	1 Suicide(Brent Austin, Student)	Brent Austin fatally wounded himself in the chest in a bathroom stall.
September 9, 1999 Thursday	Marcos Sarabia, Male, 16	Santa Teresa High School, San Jose, California	(gun)	1 Suicide(Marcos Sarabia, Student)	Marcos Sarabia killed himself in the bathroom stall.
September 29, 1999 Wednesday	UO, Male	Tri-Cities High School, East Point, Georgia		1 Killed (Carnel, School Officer.)	Pepper spray was fired into the air, it may have killed Carnel.
October 4, 1999 Monday	UO, Male, 17	John Bartam High School, Philadelphia, Pennsylvania	(gun)	1 Wounded(William Burke, Vice Principal)	In attempts to remove a gun from a student Vice Principal Burke was shot in the thigh.
October 6, 1999 Wednesday	Saloman Hernandez, Male 18	Parlier High School, Parlier, California	Car	1 Killed (Martin Levya, Student) 2 Wounded (Students)	Saloman Hernandez drove his pickup into a group of students killing one and wounding two.
October 11, 1999 Monday	Maynor Villanueva, Male, 18 Tony Tejada, Male, 15	Clark High School, Las Vegas, Nevada	.357 Magnum, Knife	2 Wounded(Cesar Berber, and Antonio Arroyo, Both students)	Maynor walked up to a group of fifty students and began discharging a weapon. In attempts to flee Tony stole a bike at knife point from a student
October 20, 1999 Wednesday	Estanilao Balderas, Male, 14	Deady Middle School, Houston, Texas	4 inch long screwdriver	1 killed (Samuel Avila, Student)	Estanilao Balderas was fighting with Samuel Avila and stabbed him in the head with a screwdriver fatally wounding Samuel
October 21, 1999 Thursday	UO	San Fernado High School, Pacoima, California	(gun)	1 wounded (student)	A 17 year old student was shot outside of a child care center.
October 25, 1999 Monday	UO, Male, 16,	Silver Springs, Florida (Lake Weir HS)	(gun)	1 killed (student)	Shooter (student) fatally shot another student several times after meeting them off-campus.
October 26, 1999 Tuesday	Donald Gene Payton, Male, 66	Guyan Valley High School, Branchland, West Virginia	(gun)	1 Killed(Clyde Jack Frye, custodian) 1 Suicide(Donald Gene Payton, bus driver)	Donald Gene Payton drove to the school and shot Clyde killing him then driving off and killing himself
October 26, 1999 Tuesday	UO, 16	Martin Luther King HS Philadelphia, Pennsylvania	(gun)	1 killed (student)	Victim (student) shot to death in front of school.
October 26, 1999	UO	Houston, Texas	Screwdriver	1 killed (student)	UO stabbed another

Tuesday					student in the head with a screwdriver during alleged gang-related fight at a middle school.
October 26, 1999 Tuesday	UO, Male	Bryan High School, Omaha, Nebraska	Fighting	1 killed (student)	During a fight between the killer and victim, victim hit the floor causing a fatal head wound.
November 1, 1999 Monday	UO	Dayton, OH	(gun)	1 killed (custodian)	UO shot a custodian outside the school in domestic dispute.
November 1999 Wednesday	UO, Male	Dorchester High School, Boston, Massachusetts	(gun)	1 Killed	Two students were fighting one was shot.
November 14, 1999 Sunday	UO, Male	Yeshiva Kavunas Halev Private High School, New York City, New York	Noose	1 Suicide(Student)	A 14 year old Rabbis son hung himself in the school's bathroom.
November 16, 1999 Tuesday	UO	Franklin K. Lane High School, New York City, New York	A disturbance	1 Killed(Orville Williams)	Orville Williams rushed to the scene of a disturbance and had a heart attack before getting there.
November 17, 1999 Wednesday	UO, 5 th grade student	Springfield, Massachusetts	Fighting	1 killed (teacher's aide)	UO kicked a teacher's aide in the upper chest while the aide was attempting to subdue the student from hitting, kicking, and spitting on another victim.
November 17, 1999 Wednesday	UO, Male, 10	German Gerena Community (ES) Springfield, Massachusetts	Fighting	1 Killed(Maribel Gonzalez, Teachers Aid)	The Killer (Student) kicked Maribel Gonzalez in the chest causing her to die.
November 17, 1999 Wednesday	UO, Male, 16 UO, Male, 14 Glacio Torres-Castillo, Male, 15	Dickinson High School, Dickinson, Texas	.22-caliber Beretta handgun	1 Wounded(Gelacio Torres, Student)	Three boys had possession of a gun and were showing it off when it went off lodging itself in Gelacio's nose.
November 18, 1999 Thursday	UO, Male, 15	North High School, Denver, Colorado	(gun)	1 Wounded(Student)	A 15 year old male attempted suicide and failed. He then sought help
November 19, 1999 Friday	UO, 14	Palmdale, California	Fighting	1 killed (student)	Offender killed another student during a fight.
November 19, 1999 Friday	Victor Cordova Jr., Male, 12/13, Hispanic	Deming, New Mexico (Deming MS)	.22 caliber pistol (gun)	1 killed (student), 1 wounded (attempted suicide)	Shooter (student) shot classmate in school.
November 19, 1999 Friday	UO, Male, 14	Juniper Intermediate School, Palmdale, California	Fighting	1 Killed(Stephan Corson, Student)	Two students were fighting when one hit his head on the concrete sidewalk fatally wounding him.
November 22, 1999 Monday	David Drayton, Male, 14	Murphey Middle School, Augusta, Georgia	Scissors	1 Killed(Linda Gail, Teacher)	David stabbed his teacher 70 times which lead to her death 8 years later.
December 6, 1999 Monday	Seth Trickey, Male, 13	Fort Gibson, Oklahoma (Fort Gibson MS)	9 millimeter semi-automatic pistol (handgun)	4 wounded (4 student)	Seth Tricky entered the school and began firing at students wounding

					four.
Jan. 19, 2000 Wednesday	Steven Moschella, Male, 16 years old, Caucasian	Ridgewood High School; New Port Richey, FL	.22-caliber handgun	1 killed	Ted Nizio (16, male, student) was accidentally shot in the backseat of Moschella's car in the high-school parking lot.
February 9, 2000 Wednesday	Dedrick Owens, male, 6 years old, African American	Buell Elementary School; Flint, Michigan	.32-caliber semiautomatic handgun	1 killed	Dedrick Owens, 6, shot and killed classmate Kayla Rolland. He is the youngest ever school shooter.
February 14, 2000 Monday	11-year-old unidentified male	Chicago, Illinois; Duke Ellington Elementary School	Gun (not specified)	1 wounded	While the student was playing with the gun in a restroom, it went off and sent a bullet through a wall into the right buttock of 11-year-old Eric Owens in the classroom on the other side of the wall.
March 10, 2000 Friday	Darrell Ingram, 19 years old, male, African American	Savannah, Georgia; Beach High School	Gun (Not specified)	2 killed	Two students killed by Darrell Ingram, 19, while leaving a dance sponsored by Beach High School.
April 4, 2000 Tuesday	Shooter never found	Lancaster, SC; Elementary School	Gun (Not specified)	1 shot in the neck	Having attended a district wide elementary school chorus concert, a 16-year-old high school student was shot in the neck in the school's parking lot upon leaving the concert.
April 6, 2000 Thursday	33-year-old Sonya Bostic, female, African American	Hugo, OK; Elementary School	.38-caliber derringer	1 wounded	Sonya pulled out a .38-caliber derringer and shot at Ruthie, 35, but missed and the bullet struck Virginia Biggers, 33, in the buttocks. There were 500 students/parents present.
May 5, 2000 Friday	Anait Ano Msryan, 14 and female, Karen Terteryan, 17 and male, and Rafael Gevorgyan, 15 and male; all are Armenian American	Glendale, California; Herbert Hoover High School	Crowbar and pocket knife	1 killed	The trio of young gang members started a fight with an unnamed Latino boy and his friend, 17-year-old Raul Aguirre. Raul was hit in the head with a crowbar and stabbed 4 times in the back with a pocket knife.
May 10, 2000 Wednesday	Glen Quatacker, male	Sierra Vista, AZ; Carmichael Elementary School	Gun (Not specified)	2 killed	Glen was visiting his estranged wife, Tammy, at her work. During the argument, Glen

					pulls out a gun and shoots Tammy to death. He then commits suicide.
May 26, 2000 Friday	13-year-old Nathaniel Brazill, male, African American	Lake Worth, Florida; Lake Worth Middle School	5 inch Raven	1 killed	Brazill was sent home from school for throwing water balloons. He returned to the school and fatally shot teacher Barry Grunow. Brazill said that Grunow was his favorite teacher.
July 17, 2000 Monday	13-year-old Josh Warnock, male, Caucasian	Renton, Washington; Dimmitt Middle School	.22-caliber handgun	No injuries or deaths	Josh fired one shot into the school cafeteria ceiling and ordered everyone onto the stage. Instead, most students fled the building. Josh turned himself in.
July 26, 2000 Wednesday	Marcus Green, male	Canton, OH; Timken Senior High School	Gun (Not specified)	1 killed	Stanley Jones, 17, was fatally shot by Marcus. Stanley was waiting for a friend to finish band practice.
September 26, 2000 Tuesday	13-year-old Darrell Johnson, male	New Orleans, Louisiana; Carter G. Woodson Middle School	Colt .38-caliber revolver	2 injured	Johnson shot 15-year-old William Pennington in the chest. William wrestled the gun from Johnson's hands and shot Darrell in the back.
January 17, 2001 Wednesday	19-year-old Gerald A. Lane, male	Baltimore, MD; Lake Clifton Eastern High School	Small caliber pistol	1 death	17-year-old Juan Matthews was shot 3 times in the back.
March 5, 2001 Monday	15-year-old Charles Andrew Williams, male, Caucasian	Santee, CA; Santana High School	.22-caliber Arminius long-barrel revolver	2 killed, 13 wounded	Williams told his friends all weekend he was going to shoot up the school. He reloaded at least 4 times during his shooting. He was smiling throughout the shootings.
March 7, 2001 Wednesday	Elizabeth Katherine Bush, 14, female, Caucasian	Williamsport, PA; Bishop Neumann Junior-Senior High School	.22-caliber pistol	1 wounded	Kimberly Marchese, 13, was shot by Bush in the cafeteria of their school. Kimberly was depressed and frequently teased.
March 22, 2001 Thursday	Jason Hoffman, 18, male	El Cajon, Cali; Granite Hills High School	.22-caliber semiautomatic handgun & 12-gauge shotgun	8 wounded	Jason exited his car and began firing shots outside the administration building. He fired a total of 10 shots.
March 30, 2001 Friday	Donald Burt, 17, male	Gary, Indiana; Lew Wallace High School	Gun (Not specified)	1 killed	16-year-old Neal Boyd was fatally shot in the head by Burt. Burt claimed he was acting in

					self-defense. He said Boyd and his friends had been beating him up and he was scared to attend school.
May 15, 2001 Tuesday	Jay Douglas Goodwin, 16, male	Ennis, TX; Ennis High School	.357 Magnum	1 killed (suicide)	Jay took hostage an English class where the girl he liked, Kim, was located. He fired one shot into a television and then killed himself.
February 2, 2001 Wednesday	William Michael Stankewicz, 56 years old, male, Caucasian	Pennsylvania; North Hopewell-Winterstown Elem. School	machete	3 adults and 11 children injured	William entered the Pennsylvania elementary school with a machete and injured 3 adults and 11 children.
November 12, 2001 Monday	Chris Buschbacher, 17, male	Caro, Michigan; Caro Learning Center	.22-caliber rifle and 20 gauge shotgun	1 killed (suicide)	Chris took 2 hostages at the Caro Learning Center before killing himself.
December 5, 2001 Wednesday	Corey Ramos, 17, male, African American	Springfield, Mass; Springfield High School	knife	1 killed	Ramos stabbed Theodore Brown, a counselor at the school, five times in the stomach/chest.
October 7, 2002 Monday	Elizabeth Rangel, 13, female	Texas; Page Middle School	9 mm handgun	1 killed (suicide)	Rangel shot herself in the left temple before classes started in front of students.
April 14, 2003 Monday	Steven Williams & James Tate, both males	New Orleans, Louisiana; John McDonogh High School	AK-47 & semi-automatic pistol	1 killed & 3 injured	Jonathan Williams was shot at least 20 times by these two men. It was gang related.
April 24, 2003 Thursday	James Sheets, 14, male, Caucasian	Red Lion, PA; Red Lion Area Junior High School	3 revolvers	2 killed	Eugene Segro, the schools' principal, was shot and killed by Sheets. Sheets then committed suicide.
September 24, 2003 Wednesday	John Jason McLaughlin, 15, male, Caucasian	Cold Spring, Minnesota; Rocori High School	Gun (Not specified)	2 killed	John shot and killed two students. One student died the day of the shooting and the other died in the hospital due to the shooting.
February 2, 2004 Monday	Thomas Boykin, 18, male	Washington, D.C.; Ballou High School	Gun (Not specified)	1 killed	Boykin shot and killed James Richardson, 17, outside of the cafeteria.
February 3, 2004 Tuesday	Michael Hernandez, 14, male, Caucasian	Orlando, FL; Southwood Middle School	knife	1 killed	Hernandez stabbed and slit the throat of Jamie Gough, 14, in a bathroom stall.
February 9, 2004	Jon Romano, male, 16 years old	Albany, NY; Columbia High School	shotgun	1 wounded	Jon fired the shotgun several times down the hall of his school and wounded one teacher.
August 3, 2004 Tuesday	Unnamed shooter	Birmingham, Alabama; Huffman	Gun (Not specified)	1 wounded	Jamil Elliott, 16, was shot in the

		High School			shoulder by a fellow band member.
August 18, 2004 Wednesday	15-year-old male student	Albuquerque, NM; Highland High School	5-inch pocket knife	1 wounded	The students were both in different gangs. The victim was a 15-year-old freshman.
December 9, 2004 Thursday	Skylar Cullitan, 16, male, Caucasian	Spokane, Washington; Lakeside High School	.38-caliber handgun	1 killed (suicide)	At 1:20 p.m. Skylar shot himself in the head in the school's entryway.
March 2, 2005 Wednesday	14-year-old Jason Clinard, male, Caucasian	Cumberland City, Tenn.; Stewart County High School	.45-caliber handgun	1 killed	Clinard shot the bus driver, 47-year-old Joyce Gregory because he had been kicked off the bus earlier for chewing tobacco.
March 21, 2005 Monday	Jeff Weise, 16, male, Native American	Red Lake, Minnesota; Red Lake Senior High School	a .40 caliber Glock 23 pistol, Ruger .22 caliber pistol, and a Remington 870 12-gauge shotgun	10 killed & 7 injured	Jeff first killed his grandfather and his grandfather's girlfriend. Then he went to school and shot and killed 7 people and injured 7 people. He then killed himself.
November 8, 2005 Tuesday	Kenny Bartley, 15, male, Caucasian	Jacksboro, Tenn; Campbell County High School	Gun (Not specified)	1 killed & 2 wounded	Bartley shot and killed an assistant principal and wounded two other administrators.
January 13, 2006 Friday	Christopher Penley, 15, male, Caucasian	Longwood, FL; Milwee Middle	Pellet gun	1 killed (suicide by cop)	Penley held one classroom hostage at gunpoint. Pointed his weapon at SWAT team member.
February 23, 2006 Thursday	Vincent Wayne Leodoro, 14, male, Caucasian	Roseburg, Oregon; Roseburg High School	10mm semi-automatic handgun	1 wounded	Vincent shot Joseph Monti 4 times in the back. He surrendered to the police at a restaurant near the high school.
March 14, 2006 Tuesday	James Scott Newman, 14, male	Reno, Nevada; Pine Middle School	.38-caliber revolver	2 wounded	Newman brought his parents' gun to school and randomly shot 2 14-year-old classmates.
August 24, 2006 Thursday	Christopher Williams, 27, male, African American	Essex, Vermont; Essex Elem. School	Gun (Not specified)	2 killed and 1 wounded	Looking for his ex-girlfriend, Williams shot two teachers, killing one and wounding another. Before coming to the school, he shot and killed his ex-girlfriend's mother.
August 30, 2006 Wednesday	Alvaro Castillo, 18, male, Caucasian	Hillsborough, NC; Orange High School	Guns and homemade pipe bombs	2 killed	After shooting his father to death, Castillo went to his school and opened fire. He also let off 3 smoke bombs.
September 27, 2006 Wednesday	Duane Roger Morrison, 53, male, Caucasian	Bailey, Colorado; Platte Canyon High School	Semi-automatic pistol	2 killed	Morrison, claiming to be carrying a bomb, took 6 girls hostage and

					sexually assaulted them. When police broke in with explosives, he killed one hostage and then committed suicide.
September 29, 2006 Friday	Eric Hainstock, 15, male, Caucasian	Cazenovia, Wisconsin; Weston High School	.22-caliber revolver and 20 gauge shotgun	1 killed	Hainstock stole both weapons from his father's locked gun cabinet. He entered the school and shot and killed the principal.
October 2, 2006 Monday	Charles Carl Roberts IV, 32, male, Caucasian	Nickel Mines, Penn; Amish School	Gun (Not specified)	6 killed & 5 wounded	Roberts took hostages and shot 10 girls (ages 6-13), killing 5 and wounded the other 5. He then committed suicide. He left his wife and daughters suicide notes. Claimed to have molested 2 relates between 3-5 years old when he was 12 and wanted to do it again.
October 9, 2006 Monday	Thomas White, 15, male	Joplin, Missouri; Memorial Middle School	MAC-90 semi-automatic assault rifle (replica of AK-47)	0 wounds or kills	Obsessed with Columbine school shootings. Pointed the weapon and students and fired it into the ceiling until gun jammed.
January 3, 2007 Wednesday	Douglas Chanthabouly, 18, male, Mexican American	Tacoma, Washington; Henry Foss High School	Gun (Not specified)	1 killed	Douglas shot and killed Samnang Kok, 17, in the school hallway.
March 8, 2007 Thursday	David Turner, male	Midland, Michigan; Herbert Henry Dow	.44-caliber handgun	1 wounded and 1 killed (suicide)	Turner shot ex-girlfriend Jessica Forsyth 3 times in the chest before committing suicide. Her injuries were not fatal.
April 10, 2007 Tuesday	Chad Escobedo, 15, male	Gresham, Oregon; Springwater Trail High School	rifle	10 wounded	His gunshots shattered a classroom window and injured 10 students.
September 28, 2007 Friday	Greg Dean Wright, 17, male	Oroville, Cali; Las Plumas High School	.22-caliber handgun	0 wounds or kills	Wright held 27 students and a teacher hostage in a classroom. All but 3 hostages were released within 1 hour. Police convinced him to surrender.
October 10, 2007 Wednesday	Asa Coon, 14, male, Caucasian	Cleveland, OH; Success Tech Academy	.22-caliber revolver and .38-caliber revolver	Wounded 2 students and 2 teachers, killed self	Shot and wounded 2 students and 2 teachers before turning the gun on himself and shooting himself in the head.
January 8, 2008	Ian Chimenko, 13,	Lower Alsace	Knife and	3 wounded	Ian stabbed 3 of his

Tuesday	male	Township, Penn; Antietam Middle- Senior High School	blowtorch		classmates in a classroom at the school. He held faculty members at bay with a blowtorch before being subdued.
February 4, 2008 Monday	Unnamed student	Memphis, Tenn; Hamilton High School	Gun (Not specified)	1 wounded	An unnamed 16- year-old student was shot in the leg by a classmate. They were arguing over a rap song.
February 11, 2008 Monday	17-year-old male, Cornelius Cheers	Memphis, Tenn; Mitchell High School	Gun (Not specified)	1 killed	Cheers walked up to another student, shot him, and said “it’s over now.” He handed the gun to a coach and surrendered right then and there.
February 12, 2008 Tuesday	Brandon McInerney, 14, male, Caucasian	Oxnard, Cali; E.O. Green School	.22-caliber revolver	1 boy brain dead	Brandon shot a gay student twice with his weapon. He tossed the gun to the floor and walked out of the classroom.
March 6, 2008 Thursday	Jajuan Holmes, 18, male, black	Mobile, Alabama; Davidson High School	Gun (Not specified)	1 killed (suicide)	Holmes shot and killed himself in front of 150 students. He was being charged in a DQ robbery and was suspended from school.
August 14, 2008 Thursday	16-year-old Luis F. Cosgaya-Alvarez, male, Mexican American	Federal Way, Washington; Lakota Middle School	Gun (Not specified)	1 killed	Luis confronted Omero Mendez, 26, and flashed him gang signs before shooting him in the head. Mendez was picking up his girlfriend’s son from school.
August 21, 2008 Thursday	Jamar Siler, 15, male	Knoxville, TN; Central High School	Gun (Not specified)	1 killed	Siler approached Ryan McDonald in the school cafeteria and fatally shot him.
November 12, 2008 Wednesday	Teah Wimberly, 15, female, African American	Ft. Lauderdale, FL; Dillard High School	Gun (Not specified)	1 killed	Teah shot and killed her former best friend, Amanda Collette. They were arguing just before the murder.
April 30, 2009 Thursday	Two teenagers (15 & 16)	Covina, Cali; Covina High School	Two handguns	0 killed or wounded	Two teens were charged with conspiracy to commit murder after plotting to shoot their classmates during a school assembly. The two loaded handguns were found at the home of one of the teenagers.

May 5, 2009 Tuesday	Thomas Kane, 17, male	Canandaigua, NY; Canandaigua Academy	Sawed-off shotgun	1 killed (suicide)	Kane shot himself in the school bathroom. Police also found 30 rounds of ammunition and 2 Molotov cocktail- type devices.
May 18, 2009 Monday	Justin Doucet, 15, male, Caucasian	Larose, Louisiana; Larose-Cut off Middle School	.25-caliber semi- automatic handgun	1 killed (suicide)	Justin excused himself to the bathroom, got out his weapon, and entered a different classroom. He demanded the teacher say, "All hail Marilyn Manson." She did not say it, but the shot narrowly missed her head. Justin returned to the bathroom and shot himself in the head.
August 24, 2009 Monday	Alex Robert Youshock, 17, male, Caucasian	San Mateo, Cali; Hillsdale High School	Pipe bombs	0 killed or wounded	Robert let off two pipe bombs at the beginning of school. Police also found 8 more pipe bombs, a 2-foot long sword, and a chainsaw hidden in a guitar case.
September 16, 2009 Wednesday	Yousuf Aziz, 19, male	Antioch, Cali; Deer Valley High School	Gun (Not specified)	1 wounded	The victim and suspect exchanged words and then a gun went off. It was believed to be gang related.
November 9, 2009 Monday	Christopher Craft, 43, male	Pine Plains, NY; Stissing Mountain Middle-Senior High School	shotgun	0 wounded or killed	Craft took Principal Robert Hess as a hostage. Was talked out of firing any shots by the SWAT team.
December 11, 2009 Friday	Tony Holden, 28, male	Shreveport, Louisiana; Shreveport High School	Gun (Not specified)	1 wounded	Holden waited for the 18-year-old female to arrive to school. He shot her multiple times outside the school. They were involved.
February 5, 2010 Friday	Hammad Memon 14 Male	Discovery Middle school; Madison, Alabama	Unknown as to the type of gun used	1 killed	Shot a fellow 14- year-old student in the head during class change. Gun was then placed in a bathroom stall.
February 23, 2010 Tuesday	Bruco Strong Eagle Eastwood 32 Male Caucasian	Deer Creek Middle School; Littleton, Colorado	Rifle	2 wounded	Opened fire outside of Deer Creek Middle School
February 26, 2010 Friday	Jed Ryan Waits 30 Male	Birney Elementary School; Tacoma, Washington	Unknown as to the type of gun used	1 killed	Victim had received a civil anti- harassment order against the suspect in September. Had

					violated the order just one week prior, and then posted bail on Monday. Teacher was shot and killed just before the students arrived for the day
April 28, 2010 Wednesday	Keith Elliot, 15 Male African-American	Woodrow Wilson High School; Portsmouth Virginia	Unknown as to the type of gun used	No injuries were known	(Suspended earlier in the week for taking a loaded gun to school and pointing it at a student) fired 3 shots in the cafeteria, left the firearm and fled (Later caught by a security officer and a school administrator)
June 10, 2010 Thursday	Unknown as to who began the food fight	Binghamton High School; Binghamton, New York	No weapons were used	20 or more injured.	Started as a food fight-prank in the cafeteria, and then spread to the streets. School was put on lockdown for the remainder of the day.
October 1, 2010 Friday	Unknown	Alisal High School; Salinas, California	Unknown as to the type of gun used	1 dead	15-year-old student shot to death on the athletic field.
October 8, 2010 Friday	Brendan L O'Rourke 41 Male Caucasian	Kelly Elementary School; Carlsbad, California	.357 caliber magnum	2 wounded	Emptied a .357 caliber magnum revolver at children on a playground and had more bullets along with a gas can and propane tank.
October 24, 2010 Sunday	Coty Newman 21, Male Caucasian Austin Tabor 19, Male Caucasian Samantha Hochard, 20 Female Caucasian	Topeka West High School; Topeka Kansas	Unknown as to the type of gun used	1 killed, 1 injured	1 was shot to dead on the grounds of the High School, another was injured in the shooting (expected to recover from injuries)
November 29, 2010 Monday	Sam Hengel 15 Male	Marinette High School; Marinette, Wisconsin	9 mm semi-automatic and .22 caliber semi-automatic	1 killed	Hegel shot himself after police stormed a classroom. He had been holding 23-24 students and 1 teacher hostage for more than 5 hours
December 14, 2010 Tuesday	Clay Duke 56 Male Caucasian	Panama City, Florida	Unknown as to the type of gun used	1 killed	Gun was pulled during a school board meeting in Panama City District. All but 6 male members were asked to leave the room. Superintendent was shot. Duke was an ex-convict on

					probation for aggravated stalking charged.
January 5, 2011 Wednesday	Robert Butler Jr. 17 Male African-American	Millard South High School; Omaha, Nebraska	Unknown as to the type of gun used	2 killed, 2 more injured	Posted on Facebook the night before that he wanted people to remember him for the one he was before affected "the lives of the families he had ruined" Walked into the school and signed in to speak to the principle, shot both the principal and the vice principal.
January 18, 2011 Tuesday	17-year-old, Male African-American	Gardena High School; Los Angeles, California	Unknown as to the type of gun used	2 wounded	Student dropped his backpack and cause the gun inside of the bag to go off.
March 25, 2011 Friday	Michael Phelps 15 Male Caucasian	Martinsville West Middle School; Martinsville, Indiana	9mm handgun	1 wounded (15- year-old was shot twice in the abdomen.	Phelps shot a fellow classmate outside the cafeteria. The shooting was a result of a fight that occurred at a dance earlier in the week.
March 30, 2011 Wednesday	Unknown	Worthing High School; Houston Texas	Unknown as to the type of gun used	1 killed, 5 wounded	Six people were shot on the field of the southeast Houston High School during a powder puff football game.
April 19, 2011 Tuesday	6 year old, Male (name not released.	Ross Elementary School; Houston Texas	Unknown as to the type of gun used	3 wounded	A gun discharged in the school cafeteria Tuesday, striking the boy who brought the gun and two other Kindergarteners. Gun fell and the boy tried to pick it up and pressed the trigger.
May 23, 2011 Monday	Unknown	Pearl City Middle School; Pearl City, Hawaii	.45 caliber Glock, semi-automatic pistol	1 wounded	A 14-year-old student brought a pistol to school in the morning and was showing it to several friends. Pointed the gun at the first student, that student then swiped his hand at the gun, knocking the gun down to the side at the first round went off.
October 24, 2011 Monday	Unknown	Cape Fear High School; Fayetteville, North Carolina	Small caliber bullet injured the individual	1 injury	15-year-old was shot in the neck and seriously wounded outside the school's cafeteria.
February 10, 2012 Friday	Hunter Mack 14-year-old Male	Walpole Elementary School; Walpole, New Hampshire	Unknown	1 injury	Shot himself in the face in the crowded school cafeteria, known to be

					because of relationship issues.
February 27, 2012 Monday	Thomas "TJ" Lane 17 Male	Chardon High School; Cleveland, Ohio	Ruger MK III .22 caliber semi-automatic handgun and knife	3 killed, 3 others injured.	Fired 10 shots at a group of students in the cafeteria
March 6, 2012 Tuesday	Shane Schumerth 28 Male	Episcopal High school; Jacksonville, Florida	Assault Rifle	2 killed	Returned to campus after being fired, shot and killed the headmistress
August 24, 2011 Friday	16-year-old Male	Banks County High School; Homer, Georgia	Unknown as to what type of gun	1 injured	Fatally shot himself in a school bathroom
August 27, 2012 Monday	Robert Gladden 15	Perry Hall High School; Baltimore, Maryland	Double barrel shotgun	1 facing critical wounds	Fired shots inside the school Cafeteria. Immediately subdued by school faculty members
September 9, 2012 Friday	14 year old Male	Normal Community High School; Normal, Illinois	Unknown as to what type of gun	No injuries	Came to the front of the classroom, toward the end of the class period, and pulled the gun from the book bag. Suspect had the students line up against the wall and collected cell phones. Multiple shots were fired.
September 26, 2012 Wednesday	Cade Poulos 13 Male	Stillwater Junior High School; Stillwater Oklahoma	Unknown as to what type of gun	1 killed	Shot himself in the head shortly before classes started. Believed to be a result of being bullied
November 29, 2012 Thursday	David Phan 14 Male	Bennion Junior High School; Taylorsville, Utah	Unknown as to what type of gun	1 killed	Suspended from school earlier in the afternoon. Once arriving at home, grabbed a gun from the home, went back to the school with a group of students and shot himself; reason for suspension was not given
December 14, 2012 Friday	Adam Lanza 20 Male Caucasian	Sandy Hook Elementary School; Newtown, Connecticut	Bushmaster XM 15 E2S Rifle	27 people killed as well as himself	Killed his mother as well as 20 first-grade students and 6 adults (including the principle and the school psychologist)
January 8, 2013 Monday	Unknown	Apostolic Revival Center Christian School; Fort Myers, Florida	Gun	1 person was killed	27 year old male was shot and killed in front of the elementary school. Police believe it was retaliations for talking with the police
January 10, 2013	Bryan Oliver 16 Male	Taft Union High School; Taft, California	12 Gauge shotgun	2 people were injured	Gunman came into the school and shot at students. The teacher in the room

					was able to talk the student into laying down his Shotgun
January 31, 2013	Unknown	Cesar Chavez High School; Phoenix Arizona	Gun	No injured or killed	There was an argument over turf for rival gangs. 15 shots were fired at the entrance of a high school basketball game
January 31, 2013	Male	Price Middle School; Atlanta, Georgia	Handgun	2 injured	Two students were having a disagreement. One took out a hand gun and shot 3 rounds at the other student. Injuring the one student and an unsuspecting teacher.
May 14, 2013	Leslie Simpson Female	Ossie Ware Mitchell Middle School; Birmingham, Alabama	Handgun	No injured	Parent discharged a firearm at their child's school, in response to a student fight.
August 20, 2013	Michael Brandon Hill 20 Male	Discovery Learning Academy; Decatur, Georgia	AK- 47	No injured	Man fired shots in the elementary school. After doing so he began to barricade himself in one of the offices. The office worker who got trapped in the officer with him called 9-1-1 and talked him down.
August 23, 2013	No info	North Panola High School; Sardis, Mississippi	Guns	3 injured	Shooting took place at the high school football game.
August 30, 2013	Christopher Lamont Richardson, Male, 18	Carver High School; Winston-Salem, North Carolina	Gun	1 injured	15-year-old male student was shot in the neck (non-life-threatening)
October 4, 2013	No info	Agape Christian Academy; Pine Hills, Florida	Gun	2 injured	A fight broke out between the shooter and a student athlete at 2pm. The boy shot was hit in the hip and a bystander was hit in the leg. Both were non-life-threatening injuries.
October 21, 2013	Jose Reyes, male, 12	Sparks Middle School; Sparks, Nevada	Gun	1 killed, 1 injured, shooter committed suicide	Jose Reyes, a 7 th grader, open fired on the basketball court with a semi-automatic handgun. He shot one student in the shoulder and shot and killed a teacher trying to intervene.
November 3, 2013	Group of teenagers that don't attend the school	Stephenson High School; Lithonia, Georgia	Gun	2 injured	There was an altercation between a group of teenagers that did not attend the high school and some team members. A

					football player and a janitor were shot and were innocent bystanders.
November 13, 2013	Anjohnito Willett, Jr., male, 18, African American	Brashear High School; Pittsburgh, Pennsylvania	Gun	3 injured	After school three students were shot while walking to their cars.
December 4, 2013	J'Morian Bell, male, 17, African American	West Orange High School, Winter Garden, Florida	Gun	1 injured	The two students were engaged in a fist fight when it escalated to gun fire while waiting on the school bus.
December 13, 2013	Karl Pierson, male, 18, Caucasian	Arapahoe High School; Centennial Colorado	Gun, also armed with 3 Molotov cocktails and a machete	1 killed, the shooter committed suicide	The shooter was planning on shooting a faculty member that had disciplined him. The faculty member was not harmed, but Claire Davis was shot in the head and died of her injury days later.
December 19, 2013	17-year old and three 16-year-olds	Edison High School; Fresno, California	Gun	1 injured (another was injured a mile away from school property)	Four teenagers, believed to be going through gang initiation assaulted a 62- year-old woman a mile away from school property and then went on school grounds and shot the athletic trainer.
January 9, 2014	16-year-old, male	Liberty Technology Magnet High School; Jackson, Tennessee	Gun	1 injured	A student was shot in the thigh in front of the school.
January 13, 2014	17-year-old, male	Hillhouse High School; New Haven, Connecticut	Gun	1 injured	A 14-year-old student was shot outside of a basketball game in the hand and leg.
January 14, 2014	Mason Campbell, male, 12	Berrendo Middle School; Roswell, New Mexico	Gun	3 injured	At 8:10am, Mason Campbell shot and 11 and 12 year old in the gymnasium and a staff member talked him down.
January 17, 2014	Raisheem Rochwell, male, 17, African American	Delaware Valley Charter School; Philadelphia, Pennsylvania	Gun	2 injured	The shooter shot a male and female in the gymnasium.
January 27, 2014	Omari A. Tinsley, male, 18, African American	Rebound High School; Carbondale, Illinois	Gun	1 injured	A fight broke out in parking lot and a parent was shot in the stomach.
January 28, 2014	17-year-old male	Theodore Roosevelt High School; Honolulu, Hawaii	Kitchen knife	Offender was shot in the wrist	A 17-year-old boy attacked a police officer with a kitchen knife at the school. The boy was shot in the wrist.
January 31, 2014	No info	North High School; Des Moines, Iowa	Gun	1 injured	Six males in a black jeep are suspected of firing in a school

					parking lot after a basketball game. A bullet ricocheted and injured a 15-year-old girl.
February 10, 2014	17-year-old	Salisbury High School; Salisbury, North Carolina	Gun	1 injured	There as a dispute in the school gymnasium in which a 16-year-old student was shot in the stomach.
February 10, 2014	17-year-old	Charles F. Brush High School; Lyndhurst, Ohio	Gun	0 injured	Five shots were fired in the school parking lot during a basketball game.
March 12, 2014	No info	The Academy of Knowledge Preschool; Miami, Florida	Gun	1 killed	An elementary school teacher was shot and killed behind a preschool by an unidentified man during an argument.
March 25, 2014	4 were arrested	Benjamin Banneker High School; College Park, Georgia	Gun	0 injured	An argument took place in the school parking lot and shots were fired into the air.
April 9, 2014	Allah Mysun Coombs Jr., male, 17, African American; Jeffrey Charles Gough, male 17, Caucasian	D. H. Conley High School; Greenville North Carolina	Gun	0 injured	Someone reached out of a passing car's window and fired shots in the direction of the school.
April 11, 2014	Four men	East English Village Preparatory Academy; Detroit, Michigan	Gun	1 killed	After a "Grammy Night" put on by the school, the four gang member shot in to the crowd, killing Darryl Smith.
April 21, 2014	Remanard Castro, male, 55	Saint Mary School; Griffith, Indiana	Gun	1 killed, shooter committed suicide	A man killed his estranged wife in the parking lot and then went home and committed suicide.
May 14, 2014	No info	John F. Kennedy High School; Richmond, California	Gun	1 injured	A student was shot in a drive-by shooting at 8:30am while running towards campus after a fight took place.
June 10, 2014	Jared Padgett, male, 15, Caucasian	Reynolds High School; Troutdale, Oregon	Gun	1 killed 1 injured (shooter committed suicide)	Jared Padgett shot and killed Emilio Hoffman at 8:30am. He exchanged gunfire with police and committed suicide in a bathroom stall.
September 9, 2014	No info	Miami, Florida	Gun	1 injured	An alternative school student was shot during a fight
September 30, 2014	No info	Albemarle High School; Albemarle, North Carolina	Gun	1 injured	Two students were fighting and one of the students shot the other twice.
September 30, 2014	Andre Banks, male, 16, African	Fern Creek traditional High	Gun	1 injured	Around 1pm, in the hallway of the

	American	School; Louisville, Kentucky			school, Banks became angry and shot a fellow student.
October 3, 2014	Eric Dana Johnson Jr., male, 18, African American	Langston Hughes High School; Fairburn, Georgia	Gun	1 killed	Johnson shot and killed a male student in the parking lot after a homecoming football game.
October 24, 2014	Jaylen Fryberg, male, 15, Native American	Marysville Pilchuck High School; Marysville, Washington	Gun	4 killed 1 injured (committed suicide)	Shot 5 students in the cafeteria before committing suicide. The victims were his friends.
November 20, 2014	Freddrick Parks, male, 17, African American	Miami Carol City High School; Miami, Florida	Gun	1 killed 1 injured	Two teens were shot on the school's property.
December 12, 2014	Lonzo Murphy, male; Marquel Dugas, male; Marquise Murphy, male	Rosemary Anderson High School, Portland, Oregon	Gun	4 injured	Four people were shot outside the school.
January 15, 2015	Michael Riley, male, 36, African American	Wisconsin Lutheran High School; Milwaukee, Wisconsin	Gun	3 injured	A student, a father, and a teacher were injured in a shooting that took place in the parking lot after a basketball game.
January 16, 2015	Jaquaries "Nook" Jones, male, 15, African American	Vanguard High School; Ocala, Florida	Gun	2 injured	Two students were injured in the parking lot after a high school basketball game.
February 4, 2015	Brandon Earl Tyler, male, 21; Chandler Tristian Davenport, male, 19	Frederick High School; Frederick, Maryland	Gun	2 injured	Two students were shot outside of the school gymnasium during a JV basketball game.
March 30, 2015	Anthony Lee, Jr., male, 24, African American	Pershing Elementary School; University City, Missouri	Gun	1 injured	A man was shot in the buttocks in the school parking lot after a dispute with the shooter.
April 16, 2015	John Paul Devillier, male, Caucasian	J.B. Marin Middle School; Paradis, Louisiana	Gun	1 injured	A police officer was shot outside of the school directing bus traffic.
April 24, 2015	No info	Deskin Elementary School; Las Vegas, Nevada	Gun BB gun was in student's possession	0 injured	Student brought gun to school and it accidentally discharged.
April 27, 2015	Male, 16	North Thurston High School; Lacey, Washington	Gun	0 injured	Student fired into the ceiling and was tackled to the ground by a teacher.
May 5, 2015	Male, 14	Conyers Middle School; Conyers, Georgia	Gun	0 injured	Student accidentally fired a gun in the bathroom.
May 12, 2015	Marcus Wheeler, male, 18, African American	Corona del Sol High School; Tempe, Arizona	Gun	1 killed	A student fatally shoots himself in the breezeway of the school.
May 12, 2015	No info	Jacksonville, Florida	Gun	2 injured	Two men on the street fired 6 shots into a school bus, injuring two female students.

May 24, 2015	Rayshawn Lareese Holmes, male, 18, African American; Kisean Keontae Gray, male, 19, African American	Southwestern Classical Academy; Flint, Michigan	Gun	7 injured	Early Memorial Day weekend, seven were injured in a shooting in the school's parking lot.
September 30, 2015	Male, 16	Harrisburg High School; Harrisburg, South Dakota	Gun	1 injured	The principal was shot in the arm by a student after an argument with the shooter.
November 30, 2015	No info	John O'Bryant School; Boston, Massachusetts	Gun	1 injured	A sixteen-year-old was shot in the leg near the school.

About The Veritas Group Consulting, LLC

The Veritas Group

"Working for Justice and Security through effective Policy, Practice, and Research"

The Veritas Group is a consulting firm based in Huntington, WV, privately owned and operated by Gordon A. Crews, Ph.D., who has more than 35 years of experience working, teaching, and researching in criminal justice. Our areas of expertise are law enforcement (e.g., use of force, pursuits, resource allocation, traffic stops, training), corrections (e.g., release & reentry, prison labor, probation & parole surveillance, institutional violence, death row & capital punishment), and juvenile delinquency & violence (e.g., school violence, impact of "Goth" or occult involvement on violence). We also provide expert witness testimony or expert commentary in these areas.

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Comments from experts in the field

CRIME SCENE DO NOT CROSS

"In a day and age when our perception of school violence is clouded by hyperbole and haphazard media coverage, Gordon Crews provides us with an empirically-based, mixed methods approach that is a welcome addition to this controversial and often misunderstood topic."

~ Dr. Hayden Griffin, Assistant Professor, University of Alabama Birmingham

"Professor Crews' work is painstakingly researched and provides an excellent analysis of a social problem which is particularly relevant in today's society. Not only that, but, this book is very accessible and a compelling read."

~ Dr. Gavin Lee, Assistant Professor, University of West Georgia

"School Killers Speak provides a comprehensive overview of extreme forms of school violence, from the nature of catastrophic events and the motivations of various perpetrator types to recommendations for enhancing school safety. Crews advances the knowledge base regarding school shootings and related critical events in this well-researched book apt to benefit academe and school policy planning alike."

~ Dr. J. Mitchell Miller, Professor & ACJS Fellow, University of North Florida

"Policy is often driven by media sensationalism, not research. Crews has astutely circumvented this typical approach by capturing the voices of perpetrators; students, researchers, and policymakers would do well to listen."

~ Risdon N. Slate, Chair and Professor of Criminology at Florida Southern College, lead author of Criminalization of Mental Illness: Crisis and Opportunity for the Justice System

"The text is both useful to the understanding of today's school violence issues as well as a fun read. Chapter 7 Charges, Trials, Pleas, Convictions, and Sentences, is like reading a crime TV show. Dr. Crews' approach to writing about school violence is second to none."

~ Dr. Harrison Watts, Associate Professor, Our Lady of the Lake University